

Study on the Teaching Mode of Chinese International Education from the Perspective of Applied Linguistics

Yilin Gong

Guangxi Normal University, Guilin Guangxi, 541006, China

Abstract: From the perspective of applied linguistics, taking modern Chinese as an example, this paper analyzes the teaching mode of "pronunciation", "vocabulary" and "grammar". Modern Chinese adopts the systematic and practical mode in the phonetic teaching. The basic units and syllable structure of Chinese pronunciation are introduced in detail through the phonetic symbol system, emphasizing the correlation between speech and semantics, and using phonetic training to help learners correctly understand and express the meaning of vocabulary and sentences. Through a new teaching perspective, it can help learners master the structure and rules of the language, promote the improvement of the practical language application ability, and ensure the high-quality sustainable development of international Chinese education.

Keywords: Applied Linguistics; Chinese International Education; Modern Chinese.

1. Introduction

In recent years, China's comprehensive strength has been continuously increasing, leading to more and more overseas countries and regions actively learning Chinese. According to statistics, 10 specialized agencies under the United Nations, including UNESCO, have designated Chinese as an official language. Over 180 countries and regions around the world are promoting Chinese education, with 76 countries incorporating Chinese into their national education systems. The number of people studying Chinese overseas exceeds 25 million, and the total number of people learning and using Chinese is close to 200 million. [1] With the ongoing rise of the "Chinese fever," international attention has been focused on Chinese language education and Chinese literature, with linguistics closely monitoring Chinese international education.

The application of linguistics emphasizes the practical application of grammar, aligning with the goal of enhancing students' Chinese communication abilities. It holds significant practical significance in strengthening basic language construction and establishing a foreign language education theoretical system based on the Chinese context while also having international appeal. The textbook "Modern Chinese" scientifically divides into six major sections: "Introduction," "Phonetics," "Characters," "Vocabulary," "Grammar," and "Rhetoric," forming a comprehensive teaching system through these sections. Among them, "Phonetics," "Vocabulary," and "Grammar" are the key components of the teaching model in "Modern Chinese." Therefore, this paper, based on the principles of applied linguistics, attempts to analyze the teaching model of Chinese international education, aiming to provide guidance and reference for the development of the discipline of international Chinese education.

2. Phonetics Teaching: Concepts and Strategies

Modern Chinese provides a clear definition of phonetics as the sound produced by human speech, serving as the material shell of language. Phonetics are meaningful sounds produced

by human vocal organs for communication purposes. Coughs, laughter, and cries can convey information, but they do not constitute phonetics. Only sounds with lexical meanings form phonetics.

2.1. Different Attributes of Phonetics:

Before teaching phonetics, students should fully understand the various attributes of phonetics, which include physical, physiological, and social attributes. From a physical standpoint, phonetics, like other sounds, depend on the vibration of objects for their production. Physiologically, phonetics relies on human vocal organs for emission. Socially, phonetics is a social phenomenon where the sound representation of meaning is a conventional agreement among all members of a language community. The same phonetic form can be used to express different meanings. For example, in Chinese, the word "妈" (mā) can represent various meanings based on the context:

- 妈 (mā): represents "mother."
- 麻 (má): represents a type of plant.
- 马 (mǎ): represents a kind of animal.
- 骂 (mà): represents scolding or reprimanding.

These words in Mandarin Chinese all start with "ma" in Pinyin, but with different tones, they convey different meanings. Similarly, the same meaning can have multiple phonetic forms. For instance, the pronunciation of "mother" in different dialects:

- Mandarin: 妈妈 (mā mā).
- Cantonese: 阿妈 (ā mā).
- Shanghainese: 姆妈 (mǔ mā).

Although these dialects use different phonetic forms to represent "mother," the meaning remains the same. The social aspect of phonetics is also evident in the systematic nature of phonetics. Different languages or dialects have distinct phonetic systems. From a physical and physiological perspective, what may be different sounds can be perceived as the same sound in a language. For example, the vowel "a" in Japanese and Mandarin:

Japanese "a": in "あ" (a).

Mandarin Chinese "a": in "啊" (a).

Despite the Japanese and Mandarin "a" sound being very similar in pronunciation and nearly identical in physical and physiological attributes, they possess different phonetic functions and meanings within their respective language systems. In the teaching process, educators should emphasize the correlation between phonetics and vocabulary, as well as sentence semantics. By utilizing teaching examples and contextual analysis, learners can comprehend the role of different phonetic features in conveying meaning and language emotions, thereby enhancing pronunciation accuracy and natural expression.

2.2. Phonological Units

From the perspective of sound quality, phonemes are the smallest units in phonological units. Phonemes are classified into consonants and vowels based on their manner of articulation. Consonants are sounds formed by obstructing airflow in the oral cavity or throat, also known as obstruents. Vowels are sounds produced by the vibration of the vocal cords without obstruction in the oral cavity or throat, also known as sonorants.

Syllables are composed of phonemes and are the smallest phonological units in speech. A syllable can consist of only one phoneme or several phonemes. Generally, one Chinese character represents one syllable, except for the case of erhuayin syllables. For example:

"妈" (mā): This is a typical example of a Chinese character representing one syllable with only one phoneme.

"家" (jiā): This character consists of an initial consonant and a final vowel, making it one syllable.

For examples of erhuayin syllables, consider the following cases:

"花儿" (huār): In this example, "花" (huā) itself is one syllable, but with the addition of the erhuayin, it becomes "huār," forming a new syllable that demonstrates the distinctive erhuayin phenomenon in Beijing dialect.

"玩儿" (wánr): Originally, "玩" (wán) is one syllable, but with the addition of the erhuayin, it becomes "wánr," another example of an erhuayin syllable.

Given the unique nature of phonemes, it is important to create diverse phonetic practice contexts, such as dialogues, role-playing, or authentic communication environments for pronunciation practice. Through contextualized phonetic training, learners can apply their pronunciation skills to real language interactions, enhancing fluency and confidence in pronunciation.

3. Vocabulary Teaching: Connotation and Strategies

3.1. Morpheme Classification

A morpheme is the smallest unit of meaning in language. Based on its structure and functional characteristics, morphemes can be classified into various types, including monosyllabic morphemes (which may not necessarily correspond to a single Chinese character when written, for example, "bird" and "flower"; however, "bird" and "flower" are pure monosyllabic morphemes, while "eye" and "painting" are monosyllabic compound words formed by two

morphemes), disyllabic morphemes (mainly comprising continuous morphemes, transliterated morphemes, onomatopoeic morphemes, and reduplicated morphemes), and polysyllabic morphemes (mainly including freely transliterated morphemes and adhesive vivid form suffixes for adjectives), as well as free, semi-free, and bound morphemes, among others.

Teachers should situate vocabulary teaching within specific contexts, helping learners understand the practical application scenarios and linguistic environments of vocabulary through authentic dialogues, texts, or situational demonstrations.

When morphemes combine to form lexical units, it is essential to adhere to the rule of substitution to ensure consistency in both meaning and structure during replacement. Furthermore, the phenomenon of syllabic morpheme formation is crucial in linguistic transformations, such as the initial syllable morpheme formation in transliterated loanwords, where they play a key role in the word formation process. For instance, "BUS" and "TAXI" are translated as "bus" and "taxi," and now "ba" and "di" have morpheme formation, giving rise to "big bus" and "taxi." When teaching vocabulary, emphasis should be placed on common collocations and expression habits to help learners master the correct usage of vocabulary and avoid a word-for-word translation learning approach. By providing example sentences and analyzing corpora, showcase the various uses of vocabulary in different contexts.

3.2. The Formation of Vocabulary is Diverse and Can be Mainly Categorized into Simple Words and Compound Words

Simple words can be continuous words, reduplicated words, or transliterated loanwords, while compound words include various forms such as compound, reduplicated, and affixed words. The formation of compound words is typically achieved through the combination of roots and affixes, with affixes responsible for adding new semantic or grammatical information during the word formation process, and suffixes used to adjust the formal structure of words. Additionally, the phenomenon of word separation is an important feature in the word formation process, such as the restrictions and free combinations of lexical forms like verb-object, compound, and verb-complement.[4]

By combining various language input and output methods such as listening, speaking, reading, and writing, comprehensive learning and mastery of vocabulary are promoted. Through oral practice, reading materials, writing tasks, and other methods, learned vocabulary is reinforced and applied.

3.3. Semantic Analysis Involves the Meanings, Morphemes, and Their Use in the Semantic Field of Words

The polysemy and monosemy of word meanings make vocabulary comprehension complex and interesting. Through morpheme analysis, one can help accurately grasp the subtle differences and connections in word meanings, thereby revealing the complex relationships between meanings. The concept of semantic fields further enriches the perspective of semantic analysis, categorizing the meanings of vocabulary into different levels of semantic sets such as classificatory semantic fields, sequential semantic fields, and relational semantic fields, aiding in a deeper understanding of the

connotation and extension of word meanings.

When teaching vocabulary, guiding learners to memorize and consolidate vocabulary through association, visualization, storytelling, or other memory techniques is important. By linking vocabulary to familiar objects, situations, or emotions, learners can more easily remember and apply vocabulary. For example, the word "family," according to the theory of semantic fields, can be classified into a classificatory semantic field. This field involves related concepts and contexts such as "parents," "siblings," "family members," which together form a semantic network about the family. Sequential semantic fields may involve concepts like "the order of family life" or "responsibilities and roles within the family." Meanwhile, relational semantic fields may encompass broader concepts like "emotional connections between family members" or "the interaction of the family with society."

4. Grammar Teaching: Content and Strategies

4.1. Grammar Units and Syntactic Components

Grammar units are the basic building blocks in language learning and understanding, including morphemes, words, phrases, and sentences. These units are not just combinations of sound and meaning but also the foundation of language expression and communication. Morphemes, as the most basic grammar units, are the smallest units that make up words, containing both the sound and meaning of the word. Understanding morphemes in language learning helps learners identify and analyze morphological changes and grammatical functions of vocabulary. For example, studying the different forms of the verb "come", such as "came" and "come and go", can reveal its various grammatical roles and meanings in sentences.

Words are the more complex and specific parts within grammar units. They not only have independent semantic meanings but can also be combined through different grammar rules and structures to form larger phrases and sentences. For instance, verbs and nouns play crucial roles in sentences; verbs express actions and states, while nouns refer to entities and concepts. The combination of these two forms the basic grammar framework of a sentence.

Syntactic components constitute the basic structure and meaning of a sentence. Syntactic components are mainly categorized into several basic types, including subject, predicate, object, attributive, adverbial, and complement. The subject, as the central topic of a sentence, is the entity upon which the action or state is predicated. For example, in the sentence "He came," (he) is the subject, referring to the doer of the action or the possessor of the state. The predicate, on the other hand, expresses the action or state stated by the subject. In "came", "come" indicates the ongoing action. These syntactic components combine together through specific grammar rules and relationships to form a complete sentence structure.

For example, attributives and adverbials function as modifiers in a sentence, providing additional description and enhancing the expressive capability of the sentence. Complements, positioned after verbs or adjectives, further supplement the semantic content and logical relationships of the sentence.

4.2. Semantic Analysis in Syntactic Structures

Semantic roles refer to the specific roles language units play in a sentence, reflecting their relationships. These roles are determined based on the semantic requirements of the verb and the semantic attributes of the noun, including agent, patient, experiencer, theme, instrument, manner, location, time, purpose, cause, material, and object. Through diverse activities such as oral practice, reading comprehension, and writing tasks, learners deepen their understanding and application of grammar rules. For instance, in the sentence "Xiao Li ate an apple" "(Xiao Li)" plays the agent role, indicating he is the doer of the action, while (apple) assumes the patient role, representing the receiver of the action. These roles not only map out grammatical relationships but also reflect deeper meanings and information transmission in language and context. By analyzing the valency relationships between verbs and nouns, richer and more profound semantic content behind syntactic structures can be revealed.

4.3. Semantic Features

Semantic features are unique semantic properties and characteristics possessed by various linguistic units in syntactic structures. These features directly influence their roles and functions within sentences. For example, the semantic features of a verb determine the type of noun phrase it requires as its complement, while the semantic features of a noun determine the semantic roles it can fulfill. In Chinese syntactic structures, the classification of semantic features is extremely rich, encompassing a wide range of different semantic roles and relationships.

5. Conclusion

General Secretary Xi Jinping delivered a report at the 20th National Congress of the Communist Party of China, proposing to "deepen exchanges for mutual learning among civilizations and promote Chinese culture to better connect with the world." As a carrier of culture, the Chinese language plays a crucial role in the effective dissemination of traditional Chinese culture to the outside world. In today's rapidly advancing globalization, Chinese, as an important international language, holds significant importance in its education and promotion.

Applied linguistics provides scientific theoretical guidance and rich practical methods for Chinese language teaching, emphasizing not only the imparting of language knowledge but also the practical application of language skills and the cultivation of cross-cultural communication abilities in international Chinese education. This paper, from the perspective of applied linguistics, explores the teaching model of international Chinese education, taking "Modern Chinese" as an example, and conducts a detailed analysis of "pronunciation," "vocabulary," and "grammar" within the six major sections to investigate the teaching model.

In future research and practice, it is necessary to further promote the deep integration of applied linguistics with international Chinese education to contribute to the prosperity and development of international Chinese education.

References

- [1] Sun Yanyan. Exploration of the Teaching Mode of International Chinese Major Live Broadcast Courses in the Interactive Perspective--Taking the "Modern Chinese" Course for International Students as an Example [J]. Journal of Beijing

- University of Posts and Telecommunications: Social Sciences Edition, 2023, 25(5): 100-111.
- [2] Meng Dehong. Discussion on Basic Theoretical Issues in Vocabulary Teaching of Chinese as a Foreign Language--Taking "Yao" as an Example [J]. Research on International Chinese Teaching, 2018(3): 50-57.
- [3] Zhao Zhongxing, Zhou Xiaosheng, Lv Zhenhua. Analysis of the Research Path of Modern Chinese Grammar from the Perspective of the New Era--Taking "Research Course on Modern Chinese Grammar" (Fifth Edition) as an Example [J]. Modern Linguistics, 2023, 11(2): 519-523.
- [4] Meng Di. A Study on the Role of Morpheme Teaching Method in International Chinese Teaching [J]. Modern Vocational Education, 2022(3): 118-120.
- [5] Zhao Hongwei, He Wei. A Study on the Causative Verb Construction in Modern Chinese from the Perspective of Cardiff Grammar [J]. Modern Foreign Languages, 2022, 45(4): 439-450.