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Analysis of the Phenomenon of "Dialectivization" of Chinese Spoken Language among Foreign Students in China and its Countermeasures

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Abstract: Dialect is an important part of Chinese, with strong regional cultural color. In recent years, driven by their love for Chinese culture and curiosity for dialects, more and more overseas students in China have begun to learn dialects actively. However, with the continuous development of this new phenomenon, the problem of "dialectalization" of Chinese spoken by overseas students has gradually attracted people's attention. This paper will study the current phenomenon of "dialectivitization" of Chinese spoken by overseas students in China, deeply analyze the favorable and unfavorable influences brought by "dialectivitization" of Chinese spoken language and its specific causes, and on this basis, put forward targeted countermeasures.

Keywords: Overseas Students in China; Spoken Chinese; Dialectalization; Phenomenon Analysis; Countermeasure Study.

1. Introduction

The phenomenon of "dialectalization" of the spoken Chinese of international students in China means that international students are influenced by the language environment and culture of the region where they live, and when they communicate with others in Chinese, their pronunciation, vocabulary and grammar reflect the characteristics of dialects. In recent years, with the continuous enhancement of China's economic strength and international influence and the continuous development of social and cultural construction, China's economic development environment, cultural charm and comfortable and convenient living environment attract more and more international students to study and live in China. In recent years, after watching various language programs attended by international students and communicating with them, the author found that there was a phenomenon of "dialinguization" of spoken Chinese among international students, and a series of thoughts were generated about it. In this paper, the author will analyze and study this phenomenon from the aspects of the current situation, influence, causes and coping strategies of the "dialectalization" of Chinese spoken by overseas students in China.

2. The Development Status of "Dialectalization" of Spoken Chinese among International Students in China

2.1. Performance of "Dialectalization" of Spoken Chinese by International Students

In the process of learning Chinese, international students are often influenced by the language environment and culture of the region where they live, resulting in the phenomenon of "dialectalization" in the aspects of accent and intonation, vocabulary and expression, grammar and structure.

2.1.1. Accent and Intonation

The "dialectalization" in terms of accent and intonation is mainly reflected in the long-term immersion of foreign students in the local dialect environment, resulting in certain accent and intonation differences in pronunciation. For example, international students studying in Beijing may be affected by the Beijing dialect, "clothes" into "yi er fu" phenomenon. International students studying in Shanghai may be affected by the rising tone and falling tone in the Shanghainese dialect, and may have a "Have you eaten yet?" Have you eaten yet? The accent and intonation.

2.1.2. Vocabulary and Expressions

The "dialectalization" in terms of vocabulary and expressions is mainly reflected in the fact that international students will inadvertently use common local dialect words when communicating in Chinese. For example, international students studying in the three provinces of Northeast China may use words and expressions common in Northeast dialects such as "ramming" and "clapping". International students studying in Beijing are likely to use words and expressions common in the Beijing dialect, such as "kicking mile bald" and "dredging haha".

2.1.3. Syntax and Structure

This aspect of "dialectalization" is mainly reflected in the fact that the grammar and structure of sentences made by overseas students in Chinese are similar to that of local dialects. For example, an international student studying in Sichuan may be affected by the double negative in the Sichuan dialect, with constructions such as "I don't want to go" and "you don't know". An international student who regularly listens to the Hokkien dialect may be affected by the idioms in the Hokkien dialect, such as "good, bad, bad, good", "good food but not good tea" and other grammar and structures.

2.2. Degree Classification of "Dialectivization" of Spoken Chinese for International Students

According to the penetration of dialects in the oral Chinese of international students, the author gives the following grades to the degree of "dialecalization" in the oral Chinese of international students.

2.2.1. Mandarin is Mixed with Dialects and Cannot be Distinguished

The oral characteristics of international students at this level are that when they use Chinese for oral conversations, their pronunciation, diction and grammar are still mainly in Mandarin, but they will be obviously mixed with local dialect intonation. International students can't make conscious distinctions when speaking and can't consciously adjust their accents. But even so, communicating with others still has no effect on the extraction and conversion of information. For example, as mentioned above, when students studying in Beijing speak Mandarin, they can't help but take on a childish accent, while overseas students studying in Northeast China will have a distinct northeast accent and words in their speech.

2.2.2. Dialects have Completely Replaced Mandarin and are not Distinguishable

The oral characteristics of international students at this level are that local dialect communication has become the entire content of their oral Chinese communication, and they can no longer use Mandarin normally. International students cannot consciously distinguish the difference between Putonghua and dialects when speaking, which will affect the extraction and conversion of conversational information between each other when communicating with others, especially when they communicate with Putonghua or other dialects in difficult dialects such as Cantonese dialect, Wu dialect and Min dialect, which will cause serious communication barriers.

3. The Influence of the Phenomenon of "Dialectalization" of Spoken Chinese among International Students in China

3.1. Positive Impact

3.1.1. Help International Students Better Adapt to and Integrate into the Life in China

At present, the national Putonghua popularization rate has reached more than 80%. But even so, there are still many people in a region who speak dialects as their main language of communication. For international students, whether in Chinese classes or in daily life, they are more exposed to standard Mandarin Chinese, and teachers, students and students can communicate in Mandarin naturally and smoothly. However, when they are in a language environment where many dialects are spoken (such as buying food and asking for directions), communication barriers will occur to a certain extent. So, speaking dialects helps them better adapt to the living environment in China.

Not only that, from the emotional point of view of Chinese people, dialects are easier to close the distance between people. In the hearts of Chinese people, there is nothing more intimate than a strong local accent when going out. Therefore, speaking dialects helps international students to be accepted by local people more quickly and integrate into local social circles.

3.1.2. Help International Students to Better Understand and Spread Chinese Culture

Dialects can be said to be the most prominent feature of local culture. The ballads, plays and folk stories of a place are all spread through dialects. Not only that, the local people's customs, living habits and so on will also be reflected in the dialect. Therefore, for international students, dialects are a convenient way to feel and learn the culture of a place. In addition, dialects can also be used as a very effective tool for overseas students to spread Chinese regional culture, so that more people are interested in Chinese culture and willing to take the initiative to understand it.

3.2. Negative Impact

3.2.1. Is not Conducive to the Realization of Oral Chinese Teaching Objectives

The goal of oral Chinese teaching is to let students master the basic pronunciation of Mandarin and be able to express personal information clearly and accurately in Mandarin. As mentioned above, international students use dialects indiscriminately to communicate with others, which obviously does not meet the basic norms and requirements of Mandarin in pronunciation and dictions. Meanwhile, in the contemporary society where Mandarin has been fully popularized, language communication barriers will inevitably occur. Not only that, in daily life, international students have close contact with each other, and each other will consciously or unconsciously imitate each other's speaking intonation and habits, which will inevitably lead to the phenomenon of "human-to-human transmission" of spoken Chinese. Such teaching effect is obviously not in line with the requirements of oral Chinese teaching objectives, so it is not conducive to the realization of oral Chinese teaching objectives.

3.2.2. Unfavorable to the Spread of Standard Mandarin

Many international students will join the international Chinese education cause and become local Chinese teachers after returning home. If the phenomenon of "dialectalization" of spoken Chinese is too serious and the students are not aware of it, it will inevitably lead to the non-standard Mandarin Chinese with dialect accent taught to the students in the future. This situation is not conducive to the international spread of standard Mandarin.

4. Causes of the Phenomenon of Dialectalization of Spoken Chinese among Overseas Students in China

4.1. Passive Factors

4.1.1. Language Environment and Culture of the Region

In the process of learning Chinese, international students are often affected by the language environment and culture of the region. As we all know, the influence of language environment can not be underestimated in the process of language learning. If the time and frequency of foreign students in the process of learning Chinese are the same as that of Mandarin or even the dialect is greater than Mandarin, their spoken Chinese will show the characteristics of "dialectalization". If a student studying Chinese in Sichuan can often hear the teacher in the school cafeteria or the cleaning lady talking to each other in the Sichuan dialect, then over time he will also speak Chinese with a "Sichuan flavor".

4.1.2. Learning Environment

In the process of learning Chinese, international students mainly learn Chinese through listening practice, imitation and oral training, so the spoken Chinese they learn is likely to be affected by the dialects and accents used by teachers or textbooks. If the teacher's Mandarin is not standard, with a local accent, then the students' spoken Chinese will appear "dialectalization" phenomenon. Once students have this kind of phenomenon and teachers still let them develop, their oral

"dialect" characteristics will become more and more prominent. In addition, the language environment formed between international students should not be underestimated. If one person in an international student group can speak a dialect or has a dialect accent, then other students will be subtly affected by it, which has the greatest impact on those beginners who have just begun to contact spoken Chinese and have not a complete cognition of Chinese.

4.2. Active Factors

4.2.1. Negative Transfer in Mandarin Learning

The phenomenon of "dialectalization" of foreign students' spoken Chinese is also related to the negative transfer effect of their learning. When international students first learn spoken Chinese, the pronunciation, vocabulary and grammar of standard Mandarin Chinese are difficult for them to learn to a certain extent, so the students will show the characteristics of "foreign dialect" for a long time. This situation is not a small obstacle for some international students either in learning or psychologically. When international students find that the pronunciation, vocabulary and grammar of some dialects are very similar to their native language and easier to learn than Mandarin, they will be more inclined to learn dialects. For example, the Chinese intonation of many foreign students from English speaking countries is similar to the intonation of Henan dialect, and the Chinese intonation of foreign students from Southeast Asian countries is similar to the dialect intonation of many places in southeast and southwest China. What's more, when international students find that speaking dialects and speaking Mandarin produce the same communication effect, or even better than speaking Mandarin, they will subconsciously think that speaking dialects and speaking Mandarin are the same, as long as they can meet their daily communication needs.

4.2.2. Personal Interests

In the process of learning Chinese, international students will also be influenced by their personal interests. Some international students may prefer to use certain dialect words and expressions, or prefer to use the phonetic characteristics and intonation of certain dialects, which will also affect their oral Chinese performance. For example, many international students who like to listen to crosstalk will want to learn Beijing dialect or Tianjin dialect, students who love watching skits will want to learn Northeast dialect, and students who like to watch Hong Kong drama will want to learn Cantonese. These are all factors that will drive students to contact dialects and learn dialects.

5. Coping Strategies for the Phenomenon of "Dialectalization" of Spoken Chinese among International Students in China

5.1. Improve the Dialect Recognition Ability of International Students

As mentioned above, the phenomenon of "dialectalization" of international students' spoken Chinese not only has beneficial effects on helping international students adapt to Chinese life and spreading Chinese culture, but also has adverse effects on preventing international students' daily communication and spreading Mandarin. So how do you neutralize the conflict between the two to maximize the beneficial impact? The author believes that the domestic language environment is diverse and complex, and educators can improve foreign students' ability to recognize dialects through a series of effective exercises such as contrast perception, so as to reduce the negative effects of dialects on foreign students' learning. In this way, it can not only help international students learn Mandarin better and complete the goal of oral English teaching, but also meet their interest in dialects and communication needs in daily life, so as to realize the effective transmission of Chinese language and Chinese culture.

The specific operation of the exercise is as follows: First, teachers can make students intuitively feel the differences and similarities between dialects and Putonghua under the same semantic meaning through the method of contrast perception, from the three aspects of pronunciation, vocabulary and grammar, so that students can have a clear understanding and grasp of the difference between the other side and Putonghua, and modify and adjust their own oral errors in a targeted way. Secondly, it is necessary for students to have a lot of adaptation and practice. The "dialectalization" phenomenon of many students' oral English is not achieved overnight, but gradually formed in a subtle way. Therefore, practice is very necessary, especially for some students whose oral Chinese is deeply affected by dialects, a large number of long-term and strict training should be conducted.

5.2. Optimize the Chinese Teaching Ability of Chinese Teachers

Teachers' Chinese teaching ability is mainly reflected in three aspects: language ability, teaching ability and professional ability. Language ability mainly refers to the teacher's level of Putonghua and the degree of cognition and understanding of dialects. Good Putonghua teachers can not only create a good language learning environment for international students, but also effectively avoid the influence of teachers' dialect accent. If the teacher has a comprehensive and in-depth understanding of the dialect, he can make the right medicine for the problems of the students. Teaching ability mainly refers to teachers' ability to design their own classroom links and practice content more flexibly, so as to help international students identify each other's Mandarin and Putonghua more efficiently. Professional competence mainly refers to the professional quality of teachers. Since the teaching of oral English for international students is affected by many aspects such as students' learning ability and motivation, teachers and students will inevitably encounter bottlenecks in this process and even lose patience. Therefore, teachers need not only to design the teaching methods subtly, but also to be psychologically prepared to fight a protracted war. Be patient with students, be good at guiding students, and stimulate students' learning motivation.

To optimize teachers' teaching ability, centralized training, academic salons or teaching seminars can be adopted. At the same time, some useful psychological adjustment methods should be imparting to teachers, and psychological counseling can also be carried out when necessary.

5.3. Encourage International Students to Learn Standard Mandarin

The phenomenon of "dialectalization" of spoken Chinese among international students is also influenced by some proactive factors, such as negative transfer of mother tongue and personal interest tendency of international students. Many international students will refuse to learn Mandarin or do not

focus on Mandarin because of a series of reasons such as it is difficult to learn, it is not interesting, or it does not sound as good as dialects.

In response to the above situation, the following ways can be adopted to encourage students to learn standard Mandarin.

First, help international students overcome their fear of learning Mandarin. Teachers can use one-to-one or one-to-many communication to help them understand the differences between Mandarin and dialects, as well as the importance of learning Mandarin, and encourage them to overcome their psychological barriers to speak standard Mandarin while speaking good dialects.

Secondly, encourage international students to actively learn standard Mandarin by rewarding them. For example, a series of incentive measures such as prizes and scholarships can be used to motivate students to actively learn standard Mandarin. For some students with positive performance, correct attitude and obvious progress, verbal praise or prizes should be given in time.

Moreover, guide students to appreciate the charm of Mandarin. Many international students take the initiative to contact dialects and learn dialects because of their interests. Therefore, Chinese teachers should give full play to students' interest in daily teaching. Teachers can make students feel the beauty of Putonghua and be willing to actively learn standard Putonghua by letting students intuitively feel the personal temperament displayed by Putonghua, the communicative advantages of Putonghua and creating the language environment of standard Putonghua.

6. Conclusion

The "dialectalization" of the spoken Chinese of foreign students in China is a common phenomenon and will develop for a long time. Although speaking dialects can help international students adapt to local life and promote the spread of Chinese culture to a certain extent, it also poses serious obstacles to their learning of spoken Chinese. Therefore, in view of this situation, educators should establish a positive attitude toward learning standard Putonghua for international students, help them overcome difficulties in learning, effectively reduce the adverse impact of the phenomenon of "dialectalization" of spoken Chinese for international students in China, and guide them to achieve mutual benefit and win-win results in Putonghua learning and dialect learning.

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