

## Research on Teaching Chinese as a Foreign Language: a Case Study of Tourism Culture in Leshan, Sichuan

Qing YANG

Leshan Vocational and Technical College, Leshan, Sichuan, China

[56205029@qq.com](mailto:56205029@qq.com)

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**Abstract:** The research objects of this paper are two sets of textbooks: intermediate comprehensive (I) (II) of developing Chinese and intermediate course of bridge practical Chinese. The intermediate comprehensive of developing Chinese (I) was compiled by Xu Guimei, Cui Na and Mou Yunfeng. The intermediate comprehensive (II) of developing Chinese was compiled by Wu Huihua, and the two volumes of intermediate comprehensive (I) and (II) of developing Chinese were published by Beijing Language and Culture University Press. It is applicable to intermediate students who come to China to study Chinese for a long time. The first and second volumes are 15 lessons, a total of 30 lessons. The intermediate course of practical Chinese Bridge is mainly edited by Chen Zhuo and published by Beijing Language and Culture University Press. The textbook is divided into two volumes, one for the first and the next. Each volume has 15 lessons, a total of 30 lessons.

### 1. Introduction

The network infrastructure has been gradually improved. After the reform and opening up, China's economic strength has been continuously strengthened. More and more foreign scholars come to China to communicate. Chinese has become a popular language and is loved by people all over the world. Chinese teaching is booming. With the continuous enhancement of China's influence, Confucius Institutes have been established all over the world. More and more people around the world study Chinese with high enthusiasm[1]. As the most populous language in the world, Chinese has been regarded as an important compulsory language in many countries. In Chinese teaching, to master Chinese skillfully, we need to practice constantly. Practice, as an important means, plays an important role in second language acquisition. Many scholars have emphasized the importance of practice in teaching Chinese as a foreign language. Yang Huiyuan pointed out: "language is not 'taught', but 'practiced'. The result of 'teaching' is only 'understanding', and the result of 'practice' is 'meeting'. The key to completing the transformation from 'understanding' to 'meeting' is practice... The new generation of teaching materials should be a carefully compiled practice set". Therefore, in teaching Chinese as a foreign language, the practice of teaching materials is very important to learners, and the practice design and arrangement of Chinese teaching materials is the top priority. Due to the continuous development of teaching Chinese as a foreign language in recent ten years, there are a wide range of teaching materials for Chinese as a foreign language for learners of different countries, different levels and different skills, but there are not many studies on teaching material practice. Therefore, we should continue to strengthen the special research on teaching material practice for Chinese as a foreign language[2]. The author found that there are some problems in the design and arrangement of practice investigation in many textbooks, mainly the design of after-school practice. There are some differences in the practice content, method and arrangement of different teaching materials, which reflect different advantages and disadvantages. Therefore, when writing my thesis, from the perspective of textbook practice design and arrangement, I selected the exercises of two sets of four volumes of intermediate Comprehensive Textbooks for Chinese as a foreign language to carry out in-depth analysis, and analyzed the advantages

and disadvantages of the two sets of textbooks by using the comparative study of the exercise contents and methods, question quantity and question type of the four volumes, in order to find the internal law, Then it provides suggestions for the practice design of intermediate stage textbooks of Chinese as a foreign language, hoping to make a certain contribution to the compilation of relevant intermediate stage textbooks[3] .

## **2. Principles of Setting Exercises in Intermediate Textbooks for Teaching Chinese as a Foreign Language**

Textbook is an indispensable and important material in second language learning. It is also a necessary basis for Chinese teachers to teach and learners to learn Chinese. As a part of teaching materials, exercises should abide by the principles of teaching materials. LV bisong (1993) pointed out that the principles generally observed by different types of teaching materials are practical principle, communicative principle, knowledge principle, interest principle, scientific principle and pertinence principle. Combined with the views of the two scholars, the exercise design principles adopted in this paper have the following five points: pertinence, interest, practicality, communication and scientificity[4] .

### **2.1 Principle of Pertinence**

Li Quan (2003) pointed out: “good textbook compilation must be targeted. When compiling textbooks or designing textbooks, we must start from learners' learning characteristics, learning needs, learners' environment and learners' conditions, and show these in the characteristics of key and difficult points and course types of the target language.” The principle of pertinence requires that different teaching objects and teaching contents should adapt to their characteristics. First, it should be compiled for students from different countries, ages and cultural backgrounds. The second is to design the exercise content according to the differences of learning objectives of different learners. Third, we should design targeted exercises, focus on the key points and difficulties of teaching, and design exercises according to the key points and difficulties of teaching. For students' own requirements, exercises of different difficulty levels are designed according to learners' different learning purposes. The speed of practice should be determined according to the degree of students' adaptability to textbook practice[5] .

### **2.2 Interest Principle**

Liu Pei (2000) pointed out: “communicative activities are a part of language teaching, and in order to protect learners' learning enthusiasm, it is necessary to strengthen the interest of textbook compilation. In addition to strengthening the interest of textbooks, we should also constantly stimulate learners' language motivation.” the content of textbook exercises should pay attention to vividness and interest. Because learning a language for a long time will make students feel boring. When adding interest, it can stimulate the vividness of teaching and stimulate learners' interest. Therefore, the interesting characteristics should be reflected in the textbook practice, strengthen the interactive communication between students and teachers, and add interesting questions, so that students can better master knowledge. In addition, while increasing interest, we should also pay attention to cross-cultural communication differences and respect the cultures of different countries. While paying attention to interest in textbook exercises, we should also pay attention to cultivating students' inspiration. By cultivating students' inspiration, students can be good at thinking and innovative learning. The corpus of textbook exercises should adapt to students' interests, and the content should be diverse and vivid, so as to achieve the best effect[6] .

## **2.3 Principle of Practicality**

Liu Pei (2000) put forward that “the principle of practicality has a certain position in the compilation of teaching materials. The compilation of text content in teaching materials should be based on learners' needs and close to learners' life, and the teaching process should also meet communication needs.” learners have two essential core elements in the process of second language learning, mainly the mastery of language skills and speech ability, This is an important embodiment of the principle of language practicability. In the practice setting of teaching materials, we should focus on this principle, so as to fully meet the needs of learners. The above important principles should be observed in the teaching contents and teaching methods, which are also indispensable and important contents in the textbook practice. For learners, the principle of practicality should reflect the learners' real life language situation. At the same time, we should also pay attention to the principle of “intensive speaking and more practice” and do a lot of targeted exercises. Only in this way can we better master language knowledge and skills[7] .

## **2.4 Scientific Principle**

The compilation of textbook exercises should follow the important textbook compilation principle of scientificity. Exercises are an indispensable part of textbook compilation. Therefore, the setting of textbook exercises should follow the scientific theory. The more in-depth and solid the theoretical research is, the more practical and reasonable the designed exercises will be. In the process of setting exercise questions, we should firmly grasp the concept of textbook setting, scientifically and reasonably set goals in combination with students' level, pay attention to diversification in the types of exercise questions, be difficult to arrange reasonably, and have a wide coverage[8] .

## **2.5 Communicative Principle**

The purpose of learning a second language is to cultivate students' ability to master language communication. Through a certain stage of learning and training, they can have a certain degree of language communication in oral English. This principle plays an important role in second language acquisition, and it should also be observed in the period of textbook practice design. In the practice design of teaching materials, according to the actual needs of students, select real and natural language materials to be close to students' daily life. Vocabulary, sentence and context should be combined with it, so as to better cultivate students' language communication ability.

## **3. Section Ii Speech Skills**

In the process of Chinese learning, its essential goal is to improve the level of language expression and communication. With the vigorous development of teaching Chinese as a foreign language in recent decades, the practice of speech skills is particularly important. In the practice of Chinese textbooks, speech skills play an important role. The core of language skill practice is to practice language skills. The four basic skills of language are listening, speaking, reading and writing. Since the content of this paper is the textbook practice in the intermediate stage, listening practice is not studied. This paper only studies three aspects: oral practice, reading practice and writing practice.

### **3.1 Speaking Aspect**

Oral practice plays a key role in skill training. Only by mastering oral English can Chinese learners further their learning. The intermediate stage is a key period. Learners have mastered certain basic Chinese knowledge and can convert language knowledge into communication skills during a period of course learning, which is the goal of oral practice.

(1)Research on the topic types of the two sets of textbooks

In the intermediate comprehensive (I) (II) and Bridge (I) (II) of developing Chinese, oral practice is an important part of the exercises in the two sets of teaching materials and a key exercise for learners to communicate. There are four types of oral exercises in developing Chinese (I) (II): choosing words, filling in the blanks and reading aloud, talking about topics, talking about pictures and discussing and communicating. In bridge (I) (II), there are four types of oral practice questions: familiar reading phrases / paragraphs, speaking a paragraph, discussing and communicating, and speaking with pictures. The two sets of textbooks share the topic type of discussion and exchange; Look at the picture and talk. Developing Chinese (I) (II) oral practice has two unique types: choosing words, filling in the blanks and reading aloud, and talking about topics. The unique question type of oral practice in bridge (I) (II) is to have familiar phrases / paragraphs and say a paragraph. The distribution of the question types of oral practice in the two sets of textbooks is shown in table 2-13 below: it can be seen that among the question types of oral practice in the two sets of textbooks, reading pictures, speaking, discussion and communication are the most frequent and appear in most texts. Among them, in developing Chinese (I) (II), the most frequent oral practice questions are word selection, filling in the blanks and reading aloud; In bridge (I) (II), say a paragraph for; Discussion and exchange; Look at the picture and talk.

#### (2) Analysis on the intensity of oral practice questions in the two sets of textbooks

In terms of the intensity of oral practice questions, this paper counts the number of oral practice questions in the two sets of teaching materials. It is found that the highest intensity of oral practice questions in developing Chinese (I) (II) is the three types of questions: word selection, filling in the blank and reading aloud, topic speaking and discussion and communication. In bridge (Part I) (Part II), the three types of oral practice questions with the highest intensity are talking with pictures, discussing and communicating, and saying a paragraph. As shown in Figure 2-17 below, there are four types of questions in developing Chinese (I) (II), so the total intensity of developing Chinese (I) (II) is 4, and there are four types of questions in bridge (I) (II), so the total intensity of the two sets of textbooks is 4. The total intensity of the two sets of textbooks is the same. There are three types of oral practice in developing Chinese (I), so the intensity of developing Chinese (I) is 3, and there are four types of oral practice in developing Chinese (II), so the intensity of developing Chinese (II) is 4. There are four types of questions in bridge (I) and Volume II respectively, so the intensity of the questions in bridge (I) (II) is 4. In terms of the intensity of the questions in volumes, bridge (I) (II) is higher than that in developing Chinese (I) (II). As can be seen from the histogram of question type intensity in Figure 2-17 below, the intensity of oral practice in the two sets of textbooks fluctuates little and shows a stable trend. The development of Chinese shows an upward trend from (I) to (II), with an increase of one intensity. The bridge (I) to Volume II are on the same level, and the intensity of question types is the same, which is higher than that in the development of Chinese (I) (II). The question intensity of oral practice in the two sets of teaching materials is not very balanced, which shows that there are different ideas for oral practice. At the intermediate stage, oral English is not only the main learning content of learners, but also the key stage for learners to learn Chinese. Learners have accumulated certain Chinese characters, vocabulary, sentences, grammar, paragraphs, etc, Oral practice is the key practice for learners to improve their oral English and carry out communicative training. However, there are few types of oral question types in the two sets of teaching materials. Therefore, in the intermediate stage, the two sets of teaching materials also need to reasonably enrich the oral practice question types and increase the intensity of oral practice question types, so as to better improve learners' oral communicative competence.

### **3.2 Aspects of Reading**

The aspect of reading is mainly reading practice. Reading practice is a comprehensive exercise combining pronunciation, vocabulary and grammar. It is an important topic type of comprehensive textbook practice. Learners can further expand language knowledge points from reading practice and better master language knowledge.

In the intermediate stage of teaching Chinese as a foreign language, reading practice is very important for learners. Both sets of textbooks pay great attention to reading practice, and each volume and class contains a lot of reading practice. In developing Chinese (I) (II), the types of reading exercises are reading short passages to answer questions; Read the passage and rewrite the sentence; Read the passage and complete the dialogue; Read the passage and fill in the blanks; Read the passage and judge five kinds of right and wrong. The types of reading exercises in bridge (I) (II) are to choose words to fill in the blanks; Read the passage and practice the passage; Read the passage to judge whether it is right or wrong; Read the passage and answer the questions; Read the passage and practice the passage in four ways. Table 2-24 shows the distribution of question types and the number of courses in the two sets of textbooks. In the two sets of textbooks, there are questions to judge right and wrong in reading the text, answer questions in reading the text, and fill in the blanks with selected words in reading the text. Among them, the two question types of reading the passage, rewriting the sentence and reading the passage to complete the dialogue are unique to developing Chinese (I) (II), and the paragraph practice of reading the passage is unique to bridge (I) (II).

#### **4. Epilogue**

This paper mainly studies the textbook exercises in developing Chinese (I) (II) and Bridge (I) (II). Through comparative research, this paper summarizes their advantages and disadvantages, and puts forward some suggestions for the compilation of textbook exercises of comprehensive courses in the intermediate stage.

In terms of practice content, the two sets of teaching materials have less question types and questions in Chinese character practice, there are only two question types in bridge (I) (II), and there is only one question type in developing Chinese (I) (II). We should pay attention to Chinese character practice in the intermediate stage, increase the number of Chinese character practice questions, and set Chinese character practice questions with high practice value. In terms of vocabulary practice, the two sets of textbooks are relatively rich in question types and questions. There are 12 question types in the four volumes, but the number of questions in developing Chinese (I) (II) is higher than that in bridge (I) (II). Developing Chinese (I) (II) integrates situational practice settings with communicative practice settings in vocabulary practice, so vocabulary is better than bridge (I) (II). In vocabulary practice, we should strengthen interest and timeliness, and pay attention to the display of vocabulary practice in communication. There are seven types of grammar exercises in developing Chinese (I) (II). There are ten types of grammar exercises in bridge (I) (II). Developing Chinese (I) (II) has an advantage in the number of questions. The total number of questions in grammar practice in developing Chinese (I) (II) is 177. The total number of grammar exercises in bridge (I) (II) is 147. The two sets of textbooks have their own emphasis on the setting of grammar exercises. The two sets of textbooks should enrich the types of grammar exercises, especially increase the interest of the exercises. In terms of paragraph and text, bridge (I) (II) is higher than developing Chinese (I) (II) in terms of question type and question quantity. In the intermediate stage, the content of paragraph text practice should also be set from easy to difficult according to the degree of learners. Pay attention to paragraph and text practice and increase interesting question types. In addition, real language situations should be set up to stimulate learners' enthusiasm. In terms of practice methods and arrangement, the practice methods of the two sets of teaching materials should scientifically determine the proportion of imitation, understanding and communicative practice methods according to the focus of teaching purpose, and increase the content of communicative practice with the deepening of learning. In the arrangement, maintain the appropriate exercise proportion, maintain the appropriate difficulty, increase the practice form and increase the interesting practice.

Through in-depth analysis of the practice contents of developing Chinese (I) (II) and Bridge (I) (II), it can be seen that the two sets of teaching materials comply with the outline standards of Chinese as a

foreign language and reasonably compile the practice contents of teaching materials. They are excellent teaching materials for Chinese as a foreign language. In terms of adhering to their own compilation principles and presenting characteristics, there is no difference between advantages and disadvantages in the compilation of the two sets of textbook exercises, which reflects their own characteristics. When I write my thesis, due to the limited research ability and lack of knowledge, some views of this paper may deviate. I hope to be considerate and correct.

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