

A Study on the Learning Methods of Chinese as a Foreign Language Based on Second Language Learning

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Abstract: By conducting a field survey on the current situation of vocabulary learning by international students, summarizing the difficulties encountered by learners in the process of learning Chinese vocabulary, analyzing the learners' self-cognition of vocabulary learning, the acquisition environment and the psychological trends during the learning and other characteristics. The bilingual skills of foreign students were investigated from the aspects of extraction and application of key methods of second language learning, and the existing problems were analyzed and solutions were proposed.

1. Introduction

Second language learning refers to the second foreign language learned after learning the first foreign language. Under the current education system in China, English is generally regarded as the first foreign language. In addition to the common Russian, German, and French, other foreign languages include non-general languages such as Thai, Vietnamese, and Burmese. Language. The 21st century is an era of multilingualism. From a language perspective, in order to adapt to the development of the times, contemporary college students are very necessary to learn a second foreign language (hereinafter referred to as "second language") after learning English. For students majoring in Chinese as a foreign language, due to the specialty of their majors, mastering more than two foreign languages can better engage in the international promotion of Chinese. The study of learning strategies is the product of the development of psychology. With the continuous deepening of modern psychology's research on human itself, the study of second language acquisition has also changed from / teaching 0 to / learning 0, shifting from the previous focus on teaching methods to studying the characteristics and learning strategies of learners, and these characteristics And strategies may have an impact on second language acquisition [1].

2. Problems in teaching Chinese as a second language

Firstly, learner management is not yet systematic. Chinese as a second language is generally taught as a "United Nations" class in China. Cultural differences are large and students' personalities are very different. In terms of teaching management, most universities have a relatively complete set of academic students Teaching management mechanism and evaluation mechanism, and for large non-academic students, teaching management is loose, and students rely on their own interests, learning motivation and teachers' charm to learn.

Secondly, there is no unified classification of research on learning strategies, and researchers often base their personal interests and research needs. Many researchers use the language learning strategy scale of Oxford (1990) as a template, and integrate the learning strategies obtained through questionnaires and interviews into their sub-items. Wang Lifei (2001) pointed out that domestic research, no matter which kind Classification, the included sub-projects are subjectively inferred, whether these strategies exist, and whether the learners actually use these strategies in language

learning have not all been confirmed by experiments. In addition, the number of learning strategies listed in the classification varies, whether these learning strategies are limited or unlimited, and whether learners will create new learning strategies during the learning process are all problems that we need to solve [2].

3. Research methods and theory

Although the domestic research on the skills of dictionary users has been launched and has achieved certain results, it also has certain limitations, mainly in two aspects: (1) This research is mostly limited to foreign language learning of college English majors or non-English major college students. In terms of using foreign language dictionaries or foreign Chinese bilingual dictionaries in China, there is relatively little research on the use of bilingual dictionary skills for international students in China. (2) Domestic research on this skill is considered from a macro perspective, and the results are relatively concentrated on the theoretical level. Some researchers' theoretical research is only based on perceptual knowledge in daily teaching, and lacks empirical evidence as a theoretical support. In order to understand the actual situation of foreign students' vocabulary learning, we conducted a field survey on the Chinese vocabulary learning situation of foreign students in some universities in Hunan Province by means of questionnaires and interviews. A total of 80 people were surveyed, including 27 at the elementary level, 27 at the intermediate level, and 26 at the advanced level.

3.1 Topic selection and result distribution

The survey examined the learning time of Chinese learners, their own knowledge of Chinese language learning, self-satisfaction in learning, the role of speech in the vocabulary learning process, the relationship between the pronunciation and meaning of vocabulary in the learner's psychological dictionary [3], Chinese The expected value of vocabulary learning strategies and the Chinese acquisition environment. The following are the survey results:

Table.1. Survey results

Question number	Option A	Option B	Option C	Option D	Option E	Option F
1	41%	13%	30%	16%		
2	28%	15%	24%	23%	10%	
3	59%	41%				
4	83%	17%				
5	58%	35%	7%			
6	82%	18%				
7	33%	6%	6%	3%	37%	15%

The self-cognition of learners' Chinese level is basically the same as the learning time. This shows that learners are very concerned about their own vocabulary learning status, and a set of reasonable vocabulary learning strategies meets the needs of the majority of Chinese learners. 82% of learners expect a reasonable vocabulary learning strategy, while only 18% of learners have no expectations. This shows the necessity of studying vocabulary learning strategies.

Speech has the first selective feature in the vocabulary learning process. 83% of people have used or are using whispered or silent reading to recognize vocabulary. Question 6 examines the phonetic and semantic relations of vocabulary in the psychological dictionary of Chinese learners. The results show that when 58% of learners see various words, the first mental image tends to the pronunciation of vocabulary, and 35% of learners Trending towards the semantics of vocabulary, another 7% of learners tend to resemble similar vocabulary. This data shows that the pronunciation of vocabulary is the first in the learner's mental dictionary, and the semantic is second, and the end of the glyph [3].

3.2 Time and amount of delay

The time and amount of pause mainly involve the number of pauses, the number of delays, the length of the silent segment, and the proportion of the silent segment of the speech stream. The occurrence period of silent pauses in English is roughly every 20 words, and the most basic syllable of Chinese is two syllables. From the perspective of language acquisition, European and American students may experience insufficient delay in Chinese learning. However, through experiments we found that this is not the case.

Regarding the amount of in-sentence delay, we marked the 32 sentences of the experiment, and the statistical result is that the average number of in-sentence delays of the native English speaker is 1.78 of the native Chinese speaker. Times. The number of in-sentence pauses for native speakers of English is higher than for native speakers of Chinese. The native speaker of English, E, used a reading period of 106.350s, of which the total duration of silent pauses was 27.235s; the native speaker of Chinese, G, the total duration of silent pauses in 85.280s 18.733s. Although the native speaker E speaks more pauses when reading a chapter, the proportion of silent pauses in the entire language stream is less than that of the native speaker G (see Figure 1). There are many pauses in the language stream, but there is little time allocated to the silent segment. This should be one of the pause strategies for speakers of native English.

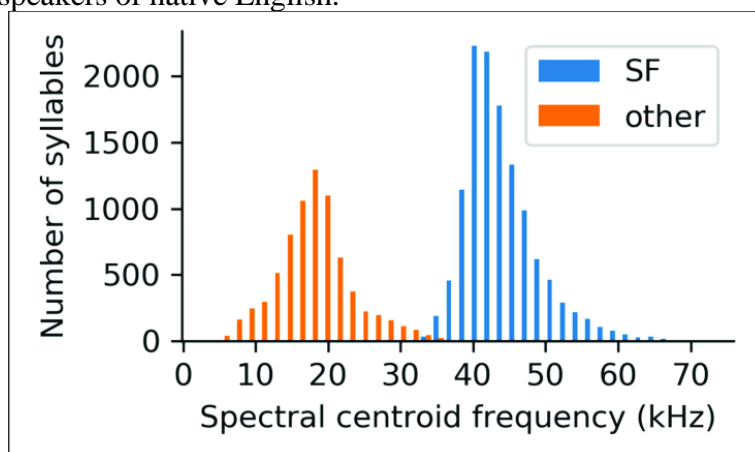


Figure 1. Proportion comparison between the silent sections of the pronunciation of G and E

3.3 Investigation of the second language learning motivation dimension

First, understand the importance of second language learning. Chinese as a foreign language emphasizes that it is foreign, and it takes the road of international development. Therefore, the foreign language skills of students of Chinese as a foreign language are particularly important in the professional development of students. The survey found that 23% think second language learning is as important as professional courses, 46% think it is very important, 24% think it is not important, and 6% think it is useless. Second, the motivation for second language learning. Second language learning is a complex process involving many factors such as language, psychology, and society. Learning motivation is a direct driving force to promote students' second language learning, and is an important non-intelligent factor that affects students' academic performance. The survey found that 34% of students learn a second language out of their own interests and hobbies, 25% of students are considered for employment prospects, 33% of students make choices because of school credit requirements, in addition % Of the students make their choices out of the general mindset.

3.4 The location of the delay

There are many factors that determine where the pause appears, either based on grammar or semantics, or the breath of the speaker. The speaker's division of the idea group directly affects the appearance of pause. At the same time, in order to express the structural level of the language, the speaker will use grammatical pause, which is the most frequent stop on the speech chain. When we analyze the location of the delay, we must consider the influence of grammar, but we cannot use it as the only factor affecting the delay. The physiological pause caused by the speaker's breath control

should be considered in combination with the psychological pause that occurs to emphasize something or express a certain emotion. In the following, we will compare the experimental recording data of English and Chinese speakers to analyze some pauses.

4. Improve second language learning skills

4.1 Information extraction and use in the second language learner 's dictionary usage skills

The information extraction and application of dictionary use skills mainly include: find relevant information, browse information (read all information to see if it can find helpful content), extract required information (use logical thinking ability Perform derivation and induction to find all relevant explicit and implicit information in the searched entries), check whether the extracted information is consistent with the reference requirements, correctly use the extracted information, establish new information icons or supplement the original information Models and other content, as shown in Figure 2, use logical thinking for second language learning.

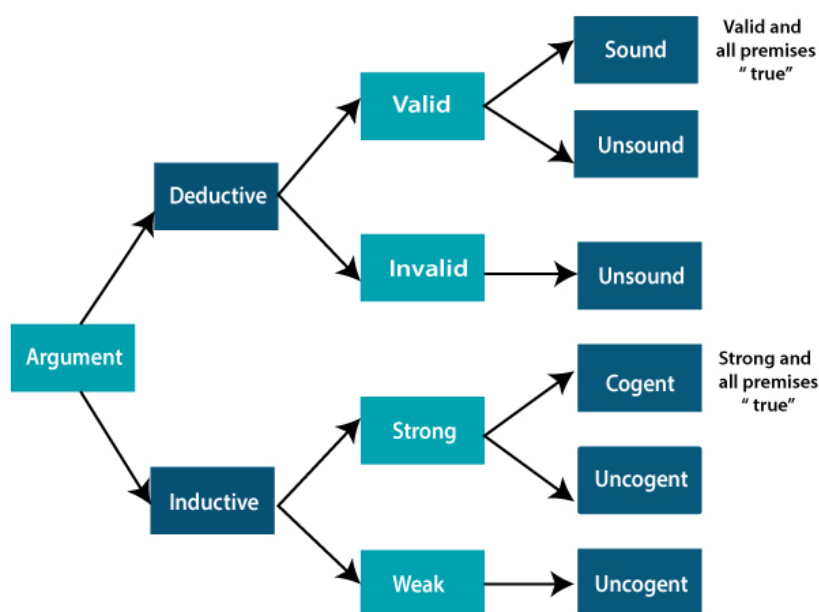


Figure 2. Using logical thinking for second language learning

4.2 Social second language learning

The learning strategies in teaching Chinese as a foreign language are comprehensively applied. Among them, social strategy is particularly important. Language arises and exists because of communicative needs. The main purpose of teaching Chinese as a foreign language is to cultivate students' social skills, not just to teach them Chinese knowledge. Social strategy is a plan, measure and method consciously taken by learners to carry out language communication activities smoothly, and is a part of language users' communication ability. For Chinese learners as a second language, their social activities are also part of their learning activities, and they can apply the language knowledge they have learned to practice. This is a necessary way to cultivate their language communication skills. In the teaching of Chinese as a foreign language, teachers are not only the imparters of Chinese language knowledge and Chinese culture, but also the trainers of Chinese language skills, and they should also be the objects of students' communication in Chinese, so as to gradually achieve the goal of teaching Chinese as a foreign language.

Researchers at home and abroad acknowledge the feasibility of language learning strategy training. Foreign scholars have proposed specific methods for cultivating language learning strategies, and summed up the seven steps that training should follow, specifically: First, let learners carry out a language activity; Second, let learners discuss how they accomplish this Whether certain strategies are used for the activity; third, the teacher demonstrates other effective learning strategies to the students and explains why these strategies can improve the learning effect; fourth, provides

students with sufficient time to allow them to combine specific teaching activities Practice new learning strategies; Fifth, teachers show students how to integrate new strategies into other learning activities; Sixth, arrange new learning activities to enable students to try new learning strategies; Seventh, guide students to use learning strategies Evaluate with effectiveness [4]. The above methods also have some enlightenment to the teaching of Chinese as a foreign language in China. The specific process is shown in Figure 3.

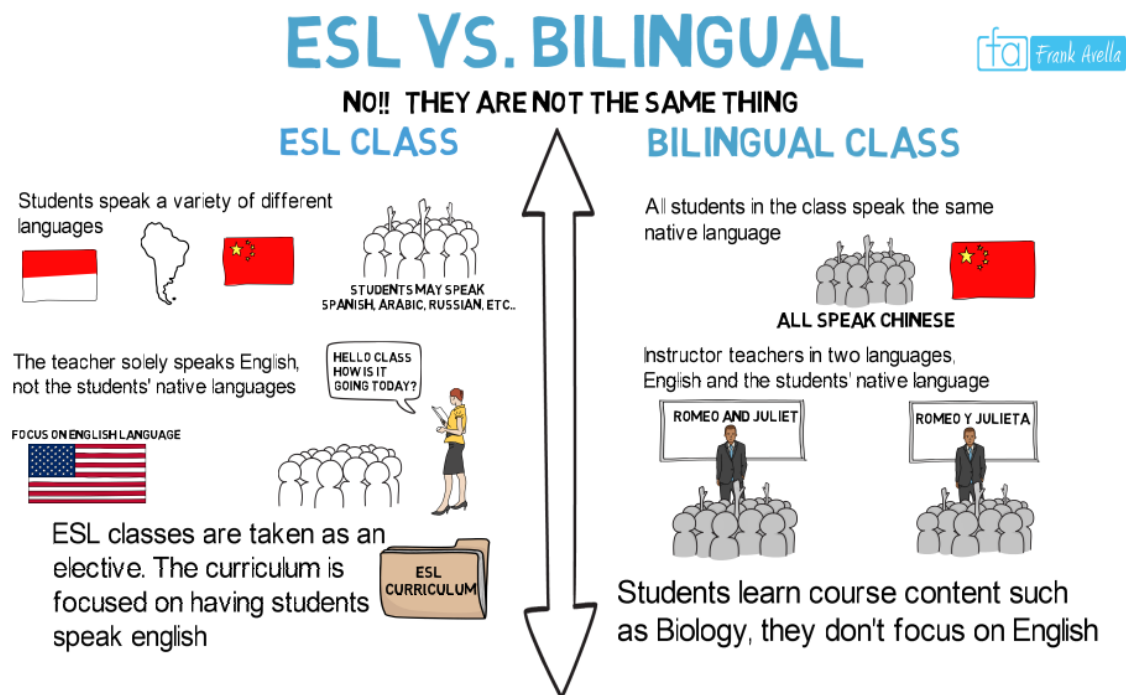


Figure 3. Bilingual learning strategy process

4.3 Correct second language learning attitude and improve autonomous learning ability

Language learning cannot be completed overnight, and second language learning is also a gradual process. Correct learning attitude is the prerequisite for learning a second language. In the daily learning process, students should strive to: develop a learning plan based on their actual learning situation and strive to put the plan into practice; conscientiously complete the learning task, and continuously cultivate and improve their independent learning ability.

In addition to the students' own efforts, the school's curriculum, education and teaching environment, the creation of a second language learning atmosphere, and the status of foreign language teachers have all had an important impact on students' second language learning. In daily teaching, schools should keep abreast of students' second language learning situation and their needs, and create a good second language learning environment for students. At the same time, second language teachers should strengthen communication and communication with students, help students solve corresponding learning difficulties, and guide students to scientifically and effectively conduct second language learning. Only through effective ways to promote foreign language knowledge and skills of Chinese majors for foreign students, and even college students of various majors, can we better cultivate the needs of multi-functional and international talents in the current international political, economic and cultural integration [5].

5. Conclusion

This research breaks through the tradition of focusing on "teaching", based on "learning", and conducts empirical research on learning strategies of Chinese vocabulary for foreigners. The research is divided into three steps. In the first step, through field investigations, we learned that the main difficulties for learners in the process of learning Chinese include phonetic intonation errors and difficulties in writing Chinese characters. In the process of learning Chinese, learners have the

characteristics of first choice of speech and the first impression of speech in the mental dictionary. The self-cognition is relatively clear, and the learning strategy has high expectations. The second step, based on field surveys and interviews, under the guidance of general linguistic theory, pedagogy and educational psychology theory, design the Chinese vocabulary learning plan, follow the learning rules from easy to difficult, and form a gradual learning Strategy. The third step is to conduct an experimental study. The results of the experimental study further verify the feasibility of the proposed vocabulary learning strategy.

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