

Research on Lexical Semantic Clustering Teaching in Teaching Chinese as a Second Language

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Abstract: Lexical semantic cluster is the minimal combination of the form and meaning that implements certain grammar and textual functions, which is composed of multiple words and can be used independently to form sentences or discourses. The teaching method centered on semantic clustering is a new teaching mode, which memorizes in units of lexical semantics cluster, rather than the strategy of memorizing single words in the past. This kind of teaching method combines the characteristics of Structural Teaching Approach and Communicative Language Teaching Approach, especially showing its unique advantages in oral teaching. The Lexical Semantic Clustering Approach should follow the principles of focusing on vocabulary teaching, recognizing the lexical semantic aggregation and allowing the generation of errors.

1. Introduction

The purpose of learning language is to cultivate learners' verbal communication skills. In the past, grammar-centered teaching methods could not help the language communication of L2 learners well, for what many scholars and experts constantly explore new teaching methods. The vocabulary-centered teaching method has gradually entered people's field of vision, and some scholars have begun to pay attention to the teaching of vocabulary and gradually recognized the importance of vocabulary. The teaching method centered on semantic clustering is a new teaching mode, which memorizes in units of lexical semantics cluster, rather than the strategy of memorizing single words in the past. This kind of teaching method combines the characteristics of Structural Teaching Approach and Communicative Language Teaching Approach, especially showing its unique advantages in oral teaching.

2. Definition of Lexical Semantic Clustering

Lexical semantic cluster is the minimal combination of the form and meaning that implements certain grammar and textual functions, which is composed of multiple words and can be used independently to form sentences or discourses. Lexical semantic cluster with these characters, its language unit is continuous, it has a complete meaning or a clear function, its meaning is relatively fixed, it is frequently used and easy to remember and express.

The Lexical Semantic Clustering Approach advocates vocabulary is not exist in isolation, which is always exist in syntagmatic relation and paradigmatic relation in Teaching Chinese as a Second Language. "Vocabulary-centered teaching" is not just to teach a single word, but to understand the meaning and usage in the lexical relationship network. The classroom teaching's focus should shift from grammar to vocabulary. Students should be encouraged to absorb useful vocabulary according to their own learning needs. If want to learn vocabulary in the context, teachers should try to

provide students with meaningful, easy to understand at least understandable language input materials; try to provide students with specific and familiar contexts for students to learn vocabulary in context. Through various real-world contexts, students can feel less difficulty of learning Chinese, because we know that the vocabulary itself has a completely fixed structure, which can effectively avoid errors caused by grammar or semantics. It is stored, extracted and used as a whole, so students can easily apply based on needs. Then in the actual communication process can also avoid the trivial process of combining grammar into sentences, this can also help students overcome the impact of negative transfer of the mother tongue, and then improve the ability of oral communication truly.

3. The Principle of Lexical Semantic Clustering in the Application of Chinese as a Second Language Teaching

Teachers should consciously improve students' sensitivity to lexical semantic clustering in the classroom, not only teach students the collocation and usage of vocabulary, but more importantly, teach students how to identify cluster, and introduce recognition exercises in the classroom. It is important to teach students how to learn, but explaining is not the best way. Effective and a lot of practice are essential. Students have not been exposed to the concept of lexical semantic clustering, so they are initially insensitive to vocabulary. Teachers need to sum up and tell them. After a period of vocabulary teaching, the teacher will let the students identify and summarize by themselves.

For error correction, teachers are encouraged to focus on the content. The error correction method is mainly based on refactoring, and does not advocate excessive error correction. Without affecting communication, error correction can be avoided as much as possible to avoid combating student's confidence. It is not advisable to correct too much, because the student's expression does not affect the hearer's understanding of the semantics. In the later teaching, students can be reminded to pay attention to correct usage and use it in communication more. Students will naturally use this language structure eventually.

In the early stage of teaching, teacher should help students understand what lexical semantic aggregation is, and tell them the rules of lexical semantic aggregation. The teacher could firstly write the lexical semantics aggregation in the textbook on the blackboard, and then let students make new sentences based on the existing lexical semantics, which purpose is to enable students to perceive lexical semantic aggregation. After repeated practice, students can gradually form an awareness of lexical semantic aggregation. After that, the teachers don't need to help students to draw out each time, but let students find the lexical semantic aggregation in the text. After the students' ability to recognize the lexical semantic aggregation is improved, the teacher should let the students fully play a major role, let them explain the lexical semantic aggregation and improve the enthusiasm of students to participate in the classroom.

Teachers need to introduce and enhance students' understanding and recognition of lexical semantic aggregation to ensure operability and continuity. There must be some emphasis on the explanation. Words play a role in the continuous generation of discourse continuums. Each word plays a different role and function in the sentence, and the information contained is different. Therefore, teachers should pay attention to the lexical semantic aggregation. For the key vocabulary with high frequency and large information capacity, it should give relatively more attention. For those which are used frequently in daily life and teaching focus, should be explained emphatically. For those words that are not frequently used don't need to explain too much, such as parenthesis, which is not often to appear, can be passed over.

When explain the words, teachers should do related expansion, meanwhile introduce the common collocation and usage of the words, and then give the specific daily context to help students verify

whether the hypothesis of lexical semantic aggregation is correct and deepen the understanding of lexical semantic aggregation, to enable students to understand the meaning and usage of words in context. Organizing dialogue based on lexical semantics aggregation, so that deepen the understanding of lexical semantic aggregation in the process of repeated practices.

The premise for using of lexical semantic aggregation correctly must be to memorize the structure of lexical semantic aggregation accurately, understand its meaning and grasp its use environment. Teachers need to lead students to practice the lexical semantic aggregation and deepen their understanding of lexical semantic aggregation; also can adopt the method of sentence replacement and let students to replace part of the content, for which the teacher is responsible for checking the correctness of sentences. Secondly, teachers' classroom language should also reproduce the lexical semantic aggregation in the text, and continue to consolidate and deepen students' memory. It is very important to understand the use environment of lexical semantic aggregation correctly, in view of that it often implies certain linguistic knowledge, the teacher should pay attention to this aspect of teaching and cultivate students' ability to use lexical semantic aggregation in context correctly.

4. Problems in the Application of Lexical Semantic Clusters Teaching Method

There are a large number of semantic clusters in Chinese, but the Chinese learners doesn't use semantic clusters very often. This shows that Chinese learners have not yet established a sense of semantic aggregation. Establishing a sense of semantic clustering needs to be more suitable for students' joint efforts. First of all, teachers should establish a sense of semantic clustering, so that they can focus on the collection of semantic clusters in teaching. There are a large number of collections of semantics in the textbooks. Teachers only need to make serious summaries, make full use of textbook resources, gradually carry out oral teaching, and slowly cultivate students' awareness of semantic gathering. It is difficult for students to grasp the collection of semantic clusters in a short time. Therefore, in the teaching, teachers should pay attention to the application of the collection of semantic clusters of students from the pre-study to the after-school review. In the classroom, make students look for the collection of textbook semantics actively. It is often necessary to use a collection of semantic clusters when practicing under the class, and to tell students that the learning of semantic clusters is more effective and more interesting than simply learning grammar and vocabulary knowledge. Once students have established the concept of semantic clustering learning, the subsequent semantic clustering teaching method can be smoothly developed.

Chinese Teaching is a part of Second Language Teaching. It has been influenced by the second language teaching method in the world, and continuously absorbs nutrition from them. Under the guidance of the rapidly developing linguistics, psychology and pedagogy theory, constantly strengthen the study of teaching theories of Chinese teaching and the exploration of teaching practice, there have been dozens of unique teaching methods. These teaching methods have their own unique and inadequacies. We should learn the essence of different teaching methods and encourage teachers to use a variety of methods to teach in the oral class, to make up for or avoid the disadvantages of individual teaching methods. No teaching method can exist in isolation. Using the semantic clustering method can also combine traditional teaching methods. By combining various teaching methods organically, the semantic clustering teaching method can become a more perfect learning method.

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