

# Research on Teaching Strategies of Chinese as a Foreign Language Based on the Theory of Language Internalization

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**Keywords:** Language internalization theory, Teaching chinese as a foreign language, Teaching practice

**Abstract:**In his influential book “Language Knowledge: The Origin and Use of Its Properties”, Chomsky gave an in-depth explanation of the shift in linguistic research from externalizing language to internalizing language, raising the concept of rationalism to a new height. These theoretical achievements have had a profound impact on the teaching of Chinese as a second language in China. The teaching of Chinese as a foreign language has achieved fruitful results in teaching theories and methods, teaching principles, and research on Chinese ontology. The objects of foreign Chinese teaching are based on different learning demands and cultural backgrounds, and have complex language teaching situations. The key to the healthy and in-depth development of the current teaching Chinese as a foreign language is not the teachers, teaching materials and teaching methods, but whether it can correctly understand and grasp the theoretical basis of teaching Chinese as a foreign language and the “discipline” of teaching Chinese as a foreign language formed on this theoretical basis. Pedagogy”. Starting from the practice of teaching Chinese as a foreign language, based on the theory of language internalization, and in line with the principle of combining theory and practice, this paper investigates and analyzes the relevant aspects of teaching Chinese as a foreign language.

## 1. Introduction

For a long time, the human brain and its internalization mechanism have always occupied a prominent position in the fields of pedagogy and second language acquisition [1]. However, before the emergence of related disciplines such as neurolinguistics and psycholinguistics, scholars were once troubled by the inability to describe and decipher the second language, and the research on the mechanism of internalizing and externalizing information in the learner's brain could not make a big breakthrough [2]. After the 1960s, with the rapid development of psycholinguistics, neurolinguistics, cognitive psychology, cognitive linguistics and other related disciplines, the use of information processing and associative networks to explain lexical internalization has developed, and achieved a series of results [3]. With regard to externalizing language, it is described in The Knowledge of Language: Structural and descriptive linguistics, behaviorist psychology, and other contemporary schools of language theory tend to view language as actions or speech or linguistic forms (words, sentences) versus A collection of pairs of meanings, or linguistic forms and event systems. The idea of internalized language can better illustrate the concept of “grammar”, because grammar has always been ambiguous, sometimes referring to the grammar book on the shelf, and sometimes referring to what is in the mind of an individual, Chomsky therefore created a The term “internalized language” is used to refer to what is in the head, while grammar is used to refer to the grammar book on the shelf [4]. For the brain, the only evidence that a person can learn is memory. Memory is the process of “internalizing” knowledge. “Internalization” in the process of second language acquisition refers to the lasting memory, automatic recognition and free expression of various linear word chains and their meanings in the process of mastering the target language [5]. The key to the quality improvement, healthy and in-depth development of the current teaching Chinese as a foreign language should be the theoretical basis of teaching Chinese as a foreign language, and the “subject teaching theory” of teaching Chinese as a foreign language formed on this theoretical basis; it should not be guided by these theories [6]. The specific operation methods

and related content implemented below, otherwise the cart will be put upside down. The consequences will be like “only burying your head in pulling the car without looking up at the road”, and you will lose your way forward.

## 2. Problems Existing in the Internalization Teaching of Chinese as a Foreign Language

### 2.1 The Teaching Quality and Efficiency of Classroom Teaching Are Low

Classroom teaching is the basic organizational form of teaching Chinese as a foreign language. The implementation of teaching plans, the completion of teaching content, the application of teaching methods and principles, and the realization of teaching objectives, etc., mainly depend on classroom teaching. Therefore, improving the quality and efficiency of classroom teaching is the key to improving the quality and efficiency of teaching Chinese as a foreign language. In fact, the fundamental focus of examining the current situation of subject development, evaluating teaching quality and efficiency, and improving teaching methods and methods should be to observe and study classroom teaching [7]. Classroom teaching activities can reflect the laws of language learning and language teaching, teachers' own quality, knowledge level and teaching methods, as well as learners' emotional attitude, degree of participation and cognitive characteristics.

Based on the research on the above theories and the analysis of the characteristics of teaching Chinese as a foreign language, a model of internalized teaching of Chinese as a foreign language is proposed. This model has three roles: students, teachers (including supervisors and leaders), and administrators, as shown in Figure 1.

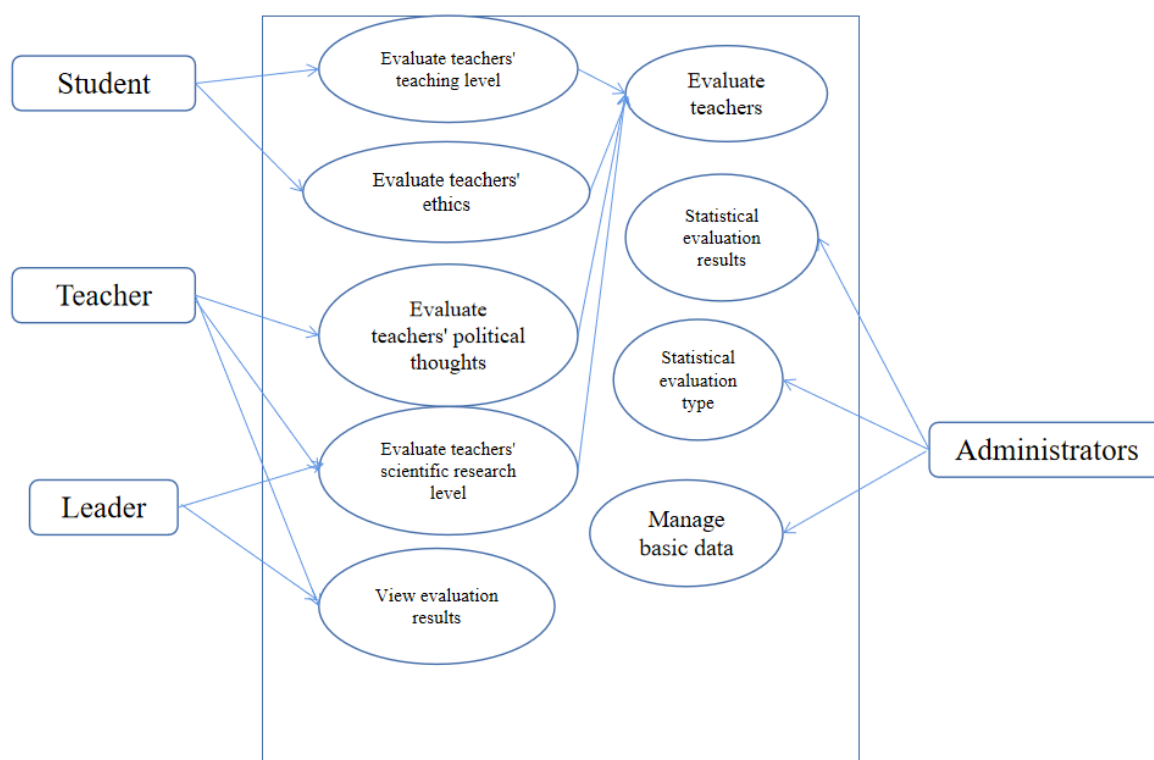


Fig.1 Internalized Teaching Model of Chinese as a Foreign Language

In classroom teaching, in order to achieve the teaching goal of improving the Chinese communicative ability of second language learners, we should pay full attention to the training of students' listening and speaking skills. When students' knowledge level and background knowledge are not particularly good, How to improve students' listening and speaking skills efficiently, in addition to relying on resources such as teaching materials, appropriate teaching methods and principles are also very important. The important basis for improving language communicative competence is to train learners to have good listening and speaking skills. “Listening” here mainly

refers to learners' ability to understand and comprehend various materials with Chinese as the carrier through sound. It mainly refers to the learners being able to express their own meanings orally in Chinese, so as to achieve the purpose of communicating with others. At present, foreign students in major Chinese universities study Chinese, except for a few because of the needs of research work, most of them use Chinese to communicate, to prepare for Chinese-related work in the future, or to facilitate their own study in China. life etc. In the course of the continuous development of China's teaching Chinese as a foreign language, the teaching community of Chinese as a foreign language has always been committed to researching better and newer teaching methods. Combining the actual teaching of Chinese as a foreign language in China and the advanced theory of second language teaching abroad, the level of teaching Chinese as a foreign language in China has been continuously improved.

## **2.2 The Internalization Effect of the Internalization Teaching of Chinese as a Foreign Language is Not Obvious**

The internalized teaching of Chinese as a foreign language consciously and unconsciously separates “teaching” and “remembering”. It is believed that “teaching” is the teacher's business, and “remembering” is the student's business, which leads to students' unlawful memorization of vocabulary, rote memorization is common, and the internalization effect is not clear. Teachers must exert influence on students' vocabulary internalization process, and pay attention to the research of “teaching method” and the guidance of “notation”. Classroom teaching consciously or unconsciously separates “teaching” and “remembering”. Equating “language internalization” with “reinforcing memory in context”, while “reinforcing memory in context” is largely not long-term memory, but short-term memory or working memory [8]. Therefore, in our opinion, the criterion for successful language internalization should be to make words have the characteristics of “instant and rapid self-expression”. When this is achieved, it indicates that “memory has solidified” and internalization has been completed. Only one point, it can only show that the process of internalization is still in the “semi-finished stage” of short-term memory or working memory.

“Language reproduction” is confused with “language recognition” and “language recall” is ignored, which leads to the general neglect of the importance of lexical output for language acquisition. The intensive memory method isolates the relationship between languages and separates from the context in which the language appears, which makes it difficult for students to establish connections between the old and new languages, and it is difficult to activate the cognition of new words through their background knowledge. Therefore, it is difficult to realize the internalization of language. The improvement of learners' language ability is not simply the superposition of knowledge. The addition of new knowledge will inevitably lead to the change of the original schema and the reconstruction of knowledge. If the learner's language acquisition does not have sufficient language output, even if there is sufficient language input, it will still not be successful [9]. Therefore, we believe that attaching importance to “recall” is to attach importance to language output, and the role of language output in promoting language internalization is irreplaceable. The view that “improving reproducibility means making words appear more often in textbooks” is one-sided. If we scientifically understand the significance of language internalization theory in teaching Chinese as a foreign language and the difference between the first language and the second language in teaching Chinese as a foreign language, and carry out relevant subject teaching design, the quality and efficiency of teaching Chinese as a foreign language can be significantly improved.

## **3. Discussion on Vocabulary Teaching Strategies Based on Language Internalization Theory**

### **3.1 Reduce the Cognitive Difficulty of Language**

To improve the effect of language internalization, reducing the cognitive difficulty of language is the primary task. In fact, “teaching Chinese as a foreign language” based on non-native, “second language” learning, and “teaching Chinese as a foreign language” based on learning as a mother

tongue but not a “first language” but as a “second language” Teaching Chinese as a foreign language”, the teaching theories, teaching design and teaching methods of the two are very different, which is the basis for us to emphasize that we should pay attention to the theoretical basis of “teaching Chinese as a foreign language”. In addition to the “non-native second language learning”, the implementation of its teaching methods and strategies should be closely coordinated with the teaching mode. Linguistic information can only be remembered through multi-sensory perception and multi-channel activation. Among them, dictation, practice and recitation are the keys. In the elementary and middle stage, it is very necessary to carry out consistent dictation teaching, because word dictation is a comprehensive representation process that integrates phonetic, glyph and semantic extraction, and is the most intuitive way to test language memory. Many teachers have this kind of experience, and some students fall behind when they learn. The reason may be related to the individual factors of the students, but it is more likely to be related to the unscientific training methods of teachers, resulting in poor language internalization effect, and dictation. Teaching is the first step to avoiding this problem.

In the design of language exercises, the forms should be as diverse as possible. Not only should there be emphasis on pronunciation and writing exercises, but also at the grammatical level (such as judging right or wrong), the semantic level (such as filling in the blanks, making sentences, replacing and identifying synonyms) and Practice at the pragmatic level (such as writing in small segments of several words and dialogue assignments), and at the same time pay attention to the generalization and differentiation of exercises. When students do the exercises correctly, they often only show that their short-term memory or working memory is better. This kind of memory is essentially “short-term intensive memory” and is easy to forget. We suggest that the practice of language should not just be done, but it is best to memorize typical sentences on the basis of understanding, and strive to achieve the level of “opening your mouth” and “bluffing out”. Therefore, it can be said that recitation is the “full rehearsal” of the speech generation process, and it is the only way to solve the internalization of vocabulary.

### **3.2 Improve the Emotional Scale of Vocabulary**

In the past practice of second language teaching, cognitive factors have been paid attention to, but the role of emotional factors has been neglected to a certain extent, which leads to various imbalances in teaching and affects the teaching effect. Emotional memory is directly connected with the long-term memory system, and can be directly processed and transferred into long-term memory. In fact, learners' “emotional processing” of vocabulary is also a deep processing process, which plays an equally important role with “formal processing” and “semantic processing” of vocabulary, and “emotional processing” is often related to “selective attention”. Emotional memory refers to the memory process of certain information when people are in a certain emotional state. People are often in different emotions, such as happy, happy, excited, depressed and so on [10]. During times of good mood, the memory of certain information can be deep. When the customer is in a good mood, the interest in the product will also increase, and he is more likely to accept and remember information at this time.

Based on this, we believe that in vocabulary teaching, we should first attach emotional factors to difficult words to ensure that the knowledge taught is “practical and meaningful” for students, because students are willing to perceive and remember interesting words more accurately. For example, a humorous story is generated from a word, creating the excitement of classroom teaching, or closely linking the teaching content with students' life and background knowledge, and attracting students' attention to the target word, students will find it very interesting. In the compilation of teaching materials, we must take into account the organic unity of practicality, interest and humanity. The language should be vivid and emotional, and should not be rigid and rigid, especially in the elementary and intermediate stages. When students' emotions are mobilized, the emotional memory pathway is opened up, and the effect of memory will naturally improve. Presenting a specific image or picture is easier to remember than presenting words. This requires teachers to add image wings to those abstract words to facilitate students' memory.

Based on the research on the above theories and the analysis of the characteristics of teaching Chinese as a foreign language, this paper proposes a systematic game design model for teaching Chinese as a foreign language, as shown in Figure 2.

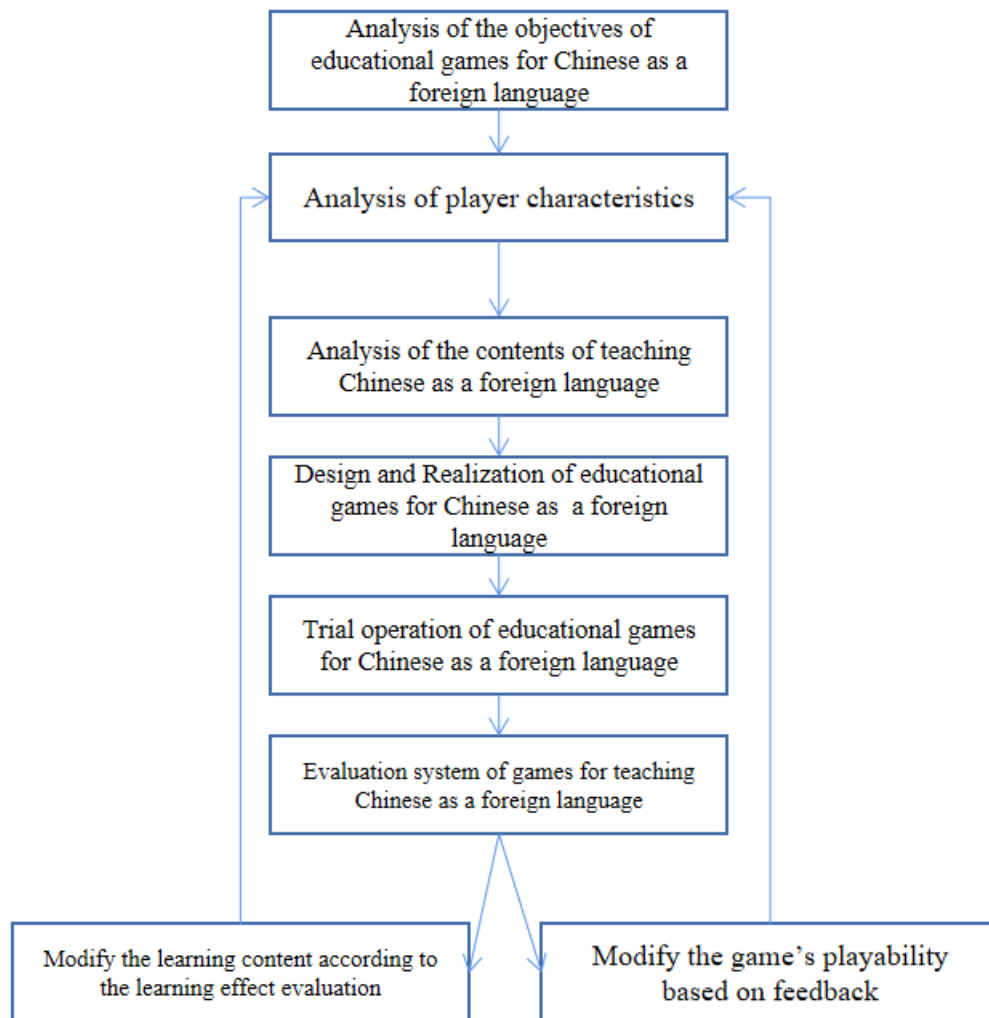


Fig.2 Game Design Model for Teaching Chinese as a Foreign Language

#### 4. Conclusions

How to realize the internalization of language in classroom teaching is a fundamental problem in the process of teaching Chinese as a foreign language, which largely determines the success or failure of teaching Chinese as a foreign language. Teaching practice tells us that the realization of language internalization is a difficult and complex process, and its effect depends not only on our understanding and observation of students' brain cognitive activity rules and language internalization process, but also on our corresponding language teaching strategies. discussion and practice. Teaching Chinese as a foreign language should consciously combine the theory of language internalization with students' cognitive characteristics and classroom teaching practice, actively explore teaching skills, vigorously optimize teaching plans, improve the effect of language internalization, and lay a solid foundation for a comprehensive breakthrough in Chinese language skills for international students. solid foundation. Starting from the level of teaching Chinese as a foreign language culture, this paper summarizes the relevant research results of cultural teaching, analyzes the cultural information contained in Chinese, and aims at the goal of teaching Chinese as a foreign language and culture. Pay attention to the comprehensive introduction of communicative culture, pay attention to the source of semantics, compare the differences between Chinese and

foreign cultures, improve cultural sensitivity, strengthen the introduction of rhetoric, and improve the quality of language teaching and cultural teaching. If we can scientifically understand and correctly apply the different theoretical foundations of teaching Chinese as a foreign language based on language internalization theory and related subject teaching theories and teaching design, it will have great practical guiding significance for the quality and efficiency of teaching Chinese as a foreign language.

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