

The importance and problem of Chinese network language in teaching Chinese as a Foreign Language

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Abstract

With the popularity of the Internet and mobile terminal technology all over the world, online language, as one of the tools for external communication, plays an important role in the development of languages in the world. As China's international status continues to improve, "Chinese language fever" has swept the world, and more and more foreigners are joining the ranks of Chinese language learning. In order to understand Chinese culture and learn pure Chinese, we should not neglect the learning of online language. Chinese Internet language plays an important role in Chinese language learning, whether as a means of daily communication for international students or an emerging form of language with a wide range of applications. The purpose of this thesis is to promote the teaching of Chinese as a foreign language and to provide new ideas, new methods and new contents for teaching Chinese as a foreign language.

Keywords— *Online language, Chinese language learning, international communication, Internet technology, teaching Chinese as a foreign language*

I. INTRODUCTION

As an important medium of communication between people, language is an indispensable part of people's daily communication. With the development of China's economy and science and technology, the Internet is getting deeper and deeper into our lives, more and more people are going online, and the increase of Internet users has led to the unprecedented prosperity of Internet language. But the use of a language on the Internet, just like its ontological use, cannot remain only in the native-speaking community. With the development of the Chinese as a Foreign Language (CFL) programme, a large number of international students have been exposed to Chinese campus culture and Internet culture in various aspects. Like ordinary

Chinese students, they often chat and shop online, send text messages to and from Chinese students, and play online games, etc. In these processes, they are inevitably exposed to a large amount of Internet language. Therefore, the research of this study aims at exploring the issues related to Chinese online language in teaching Chinese as a foreign language, hoping that this preliminary exploration can not only provide international students with new linguistic knowledge that can be of interest and use, but also provide new ideas, new methods and new contents for teaching Chinese as a foreign language.

Problem Statement

Language, as a kind of symbol, is the best tool we can use to express our thoughts and convey our feelings.

Especially in today's "Internet+" era, people use the Internet as a platform for various social activities. We call a series of special discourses produced in the process of socialising - Internet language. As an emerging form of language, Internet language has various forms of expression. It can be said that more and more people can use online language to communicate proficiently. Foreigners learn Chinese not only to learn Chinese language and culture, but more importantly to use Chinese for communication. But the traditional Chinese vocabulary syllabus is far from being able to meet the needs of foreigners learning Chinese nowadays, and it is necessary for teachers to integrate the teaching of Chinese Internet language into the teaching of Chinese as a foreign language, so as to make the teaching system of Chinese as a foreign language more perfect. Therefore, how to correctly teach Chinese network language and which network language is really worth learning, need teachers to explore in the teaching process.

In Analysis of the influence of Chinese Network language culture on teaching Chinese as a Foreign Language, Yin (2019) proposed three teaching strategies, namely, correctly positioning the teaching standards of Internet languages, strengthening the translation work of Internet languages, and improving the teaching effect of Internet languages, to provide reference for improving the Chinese language proficiency of international students as well as the quality of teaching Chinese as a foreign language.

Ju (2019) pointed out the current situation of online language teaching in Chinese as a foreign language. There are problems such as the imperfection of the online language teaching part in the teaching materials and the lack of unified standards for online language teaching, and specific solutions are proposed to the above problems, such as adding an online language teaching part in the teaching materials, standardising online language teaching, teaching online language according to the actual needs of Chinese language learners, and supplementing real-time in the classroom teaching, and other suggestions.

Jiao (2018) suggests that the approaches of carrying out thematic teaching lectures and establishing Chinese

language corners can enable students to accurately understand and apply Internet languages and improve their Chinese language proficiency.

Fu (2015) points out that it is important to introduce Internet languages in teaching that are stable, have positive contents, meet the interests of students, are conducive to daily oral communication, conform to the grammatical rules of Chinese language, and can help to improve the level of Chinese language proficiency.

II. LITERATURE REVIEW

Many experts and scholars have made different interpretations of the definition of Internet language. Yu (2001) said that "Internet language" refers to "the language commonly used on the Internet, which is a new kind of language, and at the beginning, Internet language mostly referred to the computer language of the Internet, but also referred to the natural language used on the Internet with its own characteristics, and now it generally refers to the latter, nowadays, it generally refers to the latter." That is to say, "In the broad sense, network language refers to the language related to the network that appears in the network era.

Wu(2003) defines network language as: "A natural language with its own characteristics used in network communication, mainly used in network forums, network message boards, virtual chat rooms, etc." Nowadays, Internet language is not only limited to the scope of application of the Internet, some words have been used by the mainstream media. The new words created by netizens, commonly used in online communication and popular in people's daily life, and different from the traditional language are called "Internet New Words".

Dong (2014), Internet language have become very common in young people's daily communication, and for international students, learning some new Internet words can help them keep up with the times in Chinese language learning. The author suggests teaching Internet language by using cultural comparison method and combining discussion and speech, and he thinks that teaching Internet language in class can make the classroom culturally interesting and improve the quality of teaching.

Huang (2011), Internet neologisms should become a priority in teaching Chinese as a foreign language, which is of practical significance in teaching Chinese as a foreign language. At the same time, the author points out that the teaching of Internet neologisms should be targeted, and it can be treated differently according to the learners' nationalities, interests, learning purposes, and other conditions.

Lu (1996) put forward that in teaching Chinese as a foreign language, on the one hand, we have to teach new words and phrases, explaining their meanings and social and cultural backgrounds, and on the other hand, we should also conduct research on new words, so as to better help foreign students to master and use the new words that keep appearing.

With the progress of science and technology, mobile phones and the Internet have become an inseparable part of our lives, and under such circumstances, new words on the Internet, as words frequently used in our daily communication, should receive attention in the teaching of Chinese as a foreign language. They should be paid attention to in the teaching of Chinese as a foreign language.

1. The necessity of using network language in teaching Chinese as a foreign language

1.1 The use of Internet language in teaching Chinese as a foreign language is in line with the development of the times and society.

Yang (2022) believes that language symbols are an important tool for human communication. With the progress of human civilization, language symbols are also changing quietly. The coming of the Internet era has provided a more revolutionary communication platform for human beings.

The new words in Internet language are of great significance to foreign students, and they occupy an important position in teaching Chinese as a foreign language, which should be paid enough attention to. With the strengthening of China's comprehensive national power and the improvement of its international status, learning Chinese has become a "hot trend", and a large number of foreign students flock to China every year. They hope to learn Chinese to understand China's politics, economy and culture. Therefore, teaching

Chinese as a foreign language has been given unprecedented importance. In such a fast-developing network society, traditional Chinese words can hardly meet the needs of the society. A large number of Internet words have emerged, reflecting China's current social life in various aspects. Therefore, the teaching of Chinese as a foreign language should not stop at teaching some basic vocabulary, but should incorporate Internet language into the teaching of Chinese as a foreign language. The new words on the Internet can make the language play a wider communicative role, which is an important supplement to the traditional language communication. The Chinese as a foreign language teaching community should update its view of language norms from time to time to adapt to language changes. The emergence of network words, a new language phenomenon, is the need of the times, and the teaching of network words in teaching Chinese as a foreign language is even more the need of the times and a reflection of the social development situation.

1.2 Network words are an integral part of teaching Chinese as a foreign language.

In McCarthy (1990) book, "No matter how well the grammar of a second language is learned and how accurate the phonetics, it is impossible to express oneself effectively in a second language without words to express a range of meanings" Therefore, the vocabulary is very important.

The Word is the building material of the language. After international students have mastered the basic rules of Chinese grammar, they should also have a large vocabulary base, especially mastering the different meanings of commonly used words and their functions and usages. Only in this way can they really learn Chinese, and only in this way can their grammar be useful, because vocabulary is the carrier of the language, and grammar exists only by relying on vocabulary. Foreign students can only use the language better after mastering the vocabulary. With the development of society and the popularity of the Internet, the Chinese vocabulary system has undergone a drastic change and a large number of Internet words have been produced. These Internet words are not only popular on the Internet, but some of them also penetrate

into every aspect of our daily life, and international students are very often exposed to new Internet words. There are also a lot of Internet words that have come into their daily lives along with Internet users. New words are also appearing in newspapers and TV. Such as "神马", "浮云" and so on. And these new words are usually popular among young students and young white-collar workers first. In this way, understanding a certain number of online new words has become an important part of Chinese vocabulary teaching for international students. As an important part of modern Chinese vocabulary, new Internet words are the most active elements in the language system, reflecting the most vivid social life and patterns in China at the moment, and embodying the development of the Chinese language in the rapidly developing modern social life. For international students whose Chinese proficiency has reached intermediate or advanced level, their ability to learn pinyin and basic vocabulary is already very high. Therefore, it is possible and necessary for them to master new words that reflect the dramatic changes in Chinese society.

1.3 Network words promote the teaching of Chinese as a foreign language

Learning online language can increase international students' interest in learning Chinese. Most of the life-like Internet neologisms are in line with the requirements of normalized language when they are recognized by the society at large. Moreover, some Internet neologisms have strong word formation ability. Giving these words with certain word-making ability to international students can have twice the effect with half the effort. It is to improve students' communicative ability. The main purpose of language learning is communication. However, because there is a great hidden factor in Chinese language communication, it is more necessary to communicate in Chinese in a specific language environment to savour it. There are a lot of hidden communicative cultures in the new words on the Internet. Learning and mastering the current Internet hot words and phrases can be of great help to learning this hidden communicative culture, thus really improving international students' Chinese communicative competence and enabling them to better

understand Chinese culture. The new words on the Internet reflect the social life and culture of China, and learning the new words on the Internet is of great help to international students in understanding Chinese culture.

2. Suggestions for network language teaching

Although the characteristics of Internet language, such as timeliness and instability, determine its positive role in teaching Chinese as a foreign language, its arbitrariness and dynamism also bring impact to Chinese as a foreign language teaching. Internet language is still a relatively new field in Chinese as a foreign language teaching at present, and there is no clear explanation in the syllabus and curriculum. Although some Chinese as a foreign language textbooks have begun to include the new words on the Internet, the degree of inclusion and updating is still far from enough. This is not only unable to meet the needs of international students to learn new Internet words, but also fails to reflect the development of modern Chinese language.

Therefore, the following suggestions are proposed for the teaching of Chinese network language courses:

2.1 In the teaching of Chinese Internet language, the focus of the teaching is on the new words on the Internet, and if there is enough class time, the Chinese Internet grammar, the Internet style of speech and the special use of punctuation marks in the Internet will be introduced appropriately.

Tong(2004) point out that a language, as long as it still serves human communication, is a living and changing language, which must be metabolized at any time. In any society, as long as it continues to develop, a new language will always appear.

In Chinese network language, network new words are undoubtedly the backbone of it, and many phenomena generated in the network are closely related to network new words, therefore, in the teaching of Chinese as a foreign language, Chinese network new words should be regarded as the most important teaching content. As the network corpora are more complicated, and most of them are of no practical significance, the network corpora that appear more frequently can be taught selectively from the point of view of their possible

appearances and practicality; part of the grammar used by people in the network is widely circulated on the network and has formed a fixed usage, and for this part, it can be brought out in the teaching of the network neologisms and the network corpora in order to recognize them. The majority of the network grammar is caused by people misusing or using the language rules as they wish, so Chinese teachers should not encourage students to master it, and should let students hold a correct cognitive attitude towards these strange grammars.

2.2 Learning network language should take language knowledge as the core, take the corresponding background as the supplement, and take practicality as the guide.

As a Chinese as a Foreign Language (CFL) programme with specific content, the core of teaching Chinese online language is naturally the language knowledge itself. However, we should also note that many Chinese online languages have specific reasons for their emergence and popularity, as well as corresponding social phenomena and cultural backgrounds, and recognizing this will help students understand and master the strange Chinese online languages. For example, "webcasting" originates from the rise of Internet platforms that allow real-time uploading or viewing of video programmes. The term "swipe face" originates from the creation and promotion of face recognition technology, which has led to the derivation of new terms such as "swipe face payment", "swipe face to enter the station", and "swipe face to pay the bill". New words such as "face payment", "face in the station", "face to pay", "face to buy", etc. have also been derived. "Photo-fraud" refers to photos that have been processed by beauty technology and have a huge gap between them and reality, originating from the emergence of automatic retouching technology. On the other hand, appropriate derivation not only helps students' cognitive understanding, but also enhances students' interest and attention in class.

2.3 Teachers should make full use of high-tech teaching methods

Chinese network language is a vital language phenomenon, and some of them are loaded with a lot of connotations, information and background. Therefore,

the teaching process should pay attention to the use of multimedia teaching forms of assistance, illustrated and vivid image. This will not only make students interested, but also improve the quality of teaching. Where conditions permit, computers and networks can also be used to simulate demonstrations, so that students can see at a glance.

III. METHODOLOGY

Research Design

In order to better understand the language of network, I will choose to use qualitative analysis to investigate the language of classroom teaching at the college stage.

Method

The research method of this study is the PRISMA method. It will divide into four steps. The first step is to determine participant selection criteria, the second step is to solicit participant consent, the third step is to obtain first-hand information through qualitative research methods such as interview method, and the fourth step is information analysis. Participants need to be selected in the first phase of the study, and a purposeful sampling method was used in this study.

Sampling technique

Sampling problem is very important for any scientific research, especially for educational scientific research with human subjects (Sun, Luo, 2002). Therefore, in educational research, in order to overcome the simple machinery of random sampling and ensure the accuracy and scientific nature of the research, "purposeful sampling" is adopted.

Interview protocol

In this study the four groups of teachers were interviewed will use semi-structured interview methods to collect data on their use of the network Chinese words in their classroom teaching plans.

Data Analysis

For qualitative data analysis, thematic analysis and NVIVO software will be used. As an important part of vocabulary, network language has been frequently used frequently in daily communication, and Chinese network language has become an important part of foreign language teaching. When we conduct the study, we will take the Chinese teachers from some universities

as samples, which is of research significance. However, the data collected during the course of the study was based on the individual observations of the researcher, and the study subject was a very specific group. The specific reaction of the situation and the conclusions obtained are difficult to generalize to a wider situation, and the objectivity of the conclusions will also be limited.

IV. CONCLUSION

With the popularity of the Internet and smart phones, new words on the Internet have emerged and developed rapidly, not even limited to the Internet, and have been integrated into our daily life, and each of us may become a maker of new words on the Internet, or even a user at the same time, so it is a part that is difficult to be neglected in the teaching of Chinese as a foreign language. This study briefly analyses the definition of Internet language and deeply discusses the role of teaching Internet neologisms in teaching Chinese as a foreign language, as well as puts forward three teaching suggestions. The new words on the Internet not only reflect the reality of modern society and the mentality of the people, but also show the inclusive cultural connotation of our country. Therefore, the teaching and learning of new words on the Internet is very necessary and valuable.

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