

On Restrictive Expression Training for Teaching Writing in

Chinese as a Second Language

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ABSTRACT

Adopting the empirical method, this paper systematically elaborates the training objective, teaching procedures and actual application approaches involved in the restrictive expression training for teaching writing in Chinese as a second language. Such an elaboration is conducted in four aspects, grouping words into a sentence, organizing sentences into a paragraph, arranging paragraphs into a text and comprehensive imitation training.

Key Words: teaching Chinese as a foreign language, writing teaching, training methods, restrictive expression

Writing ability is a basic and indispensable constituent of one's comprehensive language using capacity and an essential aspect to evaluate students' language level. Therefore, classroom writing teaching is of vital importance in the teaching system of Chinese as a foreign language. The restrictive expression training for teaching writing in Chinese as a second language is a kind of method used in class to confine the language expression range and regulate the language expression method. The purpose is to guide and help students to produce correct Chinese written expressions. Thus, linguistic errors can be effectively avoided during writing. The restrictive expression training is proven to be a paradigm by years of practice in teaching Chinese as a second language. It successfully cultivates students' ability to shift to independent writing from imitation writing. The main training methods contained in this kind of writing teaching paradigm are the organization of words into a sentence, combination of sentences into a paragraph, arrangement of paragraphs into a text and comprehensive imitation exercise. They will be illustrated with some examples to help people engaged in teaching Chinese as a second language to better carry out the writing teaching.

Training for Grouping Words into a Sentence

The training for grouping words into a sentence primarily aims to help learners grasp the correct writing order of a simple Chinese sentence. It is better suitable for students at primary studying stage. The training content can be designed according to the expression difficulties confronted by students in the course of teaching or difficult points of the Chinese grammar. In terms of words and expressions, the focus is on the students' use of those ones presenting time and place, adverbs, prepositions, adjectives and so on. As for the syntactic training, great emphasis is placed on the students' employment of adjective predicate sentences, noun predicate sentences, Bǎ sentence, Bèi sentence, Lián sentence as well as other special

sentence patterns. The training method is that students are required to arrange several groups of words and expressions into corresponding sentences. Excluding punctuation marks, words and expressions should not be added or omitted at will but they can be repeatedly used.

The exercise used for organizing words into a sentence can not be used as a principal means for written expression training, due to the simple training sentence patterns and inflexibility. However, it is strongly targeted. To be specific, exercises can be conducted in combination with not only the grammar learning difficulties at the initial and middle stages but also some stubborn errors occurring at the middle and senior stages.

Example 1: Students are trained to master Chinese time category expressions, such as time period, time point, etc.

Step 1: The training materials below can be provided via blackboard writing or other written forms.

(1)wǒ fǔdǎo gěi yīhuier lái lǎoshī yǔfǎ

(I, tutor, gei, in a minute, come, teacher, grammar)

(2)gè shuì bā jiào wǎnshàng wǒ xiǎoshí zuótiān le

(ge sleep, eight, sleep, night, I, hour, yesterday, le)

(3)shíjiān wǒ zhǎo le méi dào cháng yě hěn shū běn nà

(time, I, find, le, not, dao, long, as well, very, book, ben, that)

Step 2: Students are required to combine the above words into a sentence in a correct order within a specified period of time.

Step 3: They read out their completed sentences respectively.

Step 4: Right answers and appropriate explanations are supplied.

Answers for above materials:

(1)Yīhuier lǎoshī lái gěi wǒ fǔdǎo yǔfǎ。

(The teacher will come to tutor me grammar in a minute.)

(2)Zuótiān wǎnshàng wǒ shuì le bā ge xiǎoshí jiào。

(Last night, I slept for 8 hours.)

(3)Wǒ zhǎo le hěncháng shíjiān yě méi zhǎodào nàběnshū。

(I spent a long time in search of that book but I still have not found it.)

Students should be made to pay attention to those underlined words and expressions in terms of their differences in time concepts and the positions in the above sentences.

Time category is very hard to grasp for students at primary and middle learning stages in Chinese writing expressions because it can be placed either at the beginning or the end of a sentence. Accordingly, it is really difficult for students to precisely ascertain the position of the time category in a sentence, especially in a negative one. Teachers are recommended to collect Chinese sentence patterns involving time category as many as possible. These sentence patterns can be compiled into certain kinds of exercises to improve students' ability

to organize words and expressions into a sentence.

Example 2: In combination with grammar point learning, students are trained to grasp the word order of an alternative question.

Step 1: The training materials below can be provided via blackboard writing or other written forms.

Materials in Chinese:

(1)nǐde lán de máoyī shì háishì hóng de

(your, blue, sweater, is, or, red)

(2)nǐ diànyǐng kàn tīng wǎnshàng háishì yīnyuèhuì

(you, movie, see, listen, evening, or, concert)

(3)yīnggāi zǒu zuǒ yòu wǎng tāmen háishì

(should, walk, left, right, to, they, or)

Step 2: Students are required to combine the above words into a sentence in a correct order within a specified period of time.

Step 3: They read out their completed sentences respectively.

Step 4: Right answers and appropriate explanations are supplied.

Correct order:

(1)Nǐ de máoyī shì lán de háishì hóng de ?

(Is your sweater blue or red?)

(2)Nǐ wǎnshàng kàndiànyǐng háishì tīngyīnyuèhuì ?

(Are you going to the cinema or the concert tonight?)

(3)Tāmen yīnggāi wǎng zuǒ zǒu háishì wǎng yòu zǒu?

(Should they walk to the left or the right?)

The goal of these three exercises is to assist students in mastering the word order of alternative questions. The exercises (1), (2) and (3) are different in sentence patterns and their difficulty levels are gradually increased. During teaching, teachers can make varied marks so that students are able to identify the positions of different options in an alternative question.

This kind of exercises is excellent for students at the primary learning level because students often fail to get hold of the appropriate word order when they associate a newly known grammar concept with the previously grasped knowledge of sentence patterns. In this case, doing a certain quantity of exercises is of great necessity in grouping words into an appropriately structured sentence.

Training for Organizing Sentences into a Paragraph

The training for organizing sentences into a paragraph refers to the writing practice involving simple sentences and paragraphs. Words and expressions can be well constructed into a sentence only with a certain number of grammatical devices. Since written expressions do not have the same communicative situations as the oral expressions do, the meaning

delivered by a simple sentence is always finite, isolated and ambiguous. It always has ambiguous references. Each sentence is just a static linguistic unit, thus students can convey their complicated thoughts and feelings thoroughly only by making sentences coherent and cohesive with one another.

The training method lays emphasis on following two aspects. The one is to make students understand the logical semantic relations among sentences. The other is to help students master the methods to organize sentences into a paragraph. There are two Chinese sentence combination methods including hypotaxis type and parataxis type.

1. Hypotaxis

Hypotaxis is a method manifesting the logical semantic relations among sentences with the help of correlatives, such as “一边……一边……(simultaneously)”, “首先……然后……再……最后……(first of all, then, after that, at last)”, “虽然……但是……(although……, yet……)”, “要是……就…… (if……, then……)”, etc. These correlatives are capable of showing coordinating, continuous, progressive, adversative, hypothesized along with other relationships.

(1) Filling in correlatives in accordance with actual contexts

①Tā shēntǐ hǎo , shì (yīnwèi) tā xǐhuān tǐyùduànliàn, (bùguǎn) chūnxiàqiūdōng, (háishì) guāfēngxiàyǔ, tā dōu jiānchí pǎobù。

(He has a healthy body because he likes doing physical exercise. He persists in running regardless of the season and weather conditions.)

②Qǐng nǐ zhùyì tīng tiānqìyùbào, (rúguǒ) míngtiān xiàyǔ de huà , (nàjiù) qǔxiāo lǚxíng de jihuà, (nìngkě) tuīchí jǐtiān, yěyào děng gè qínglǎng de rìzi, nà cái yǒu yìsi。

(Please listen to the weather forecasts carefully. If it rains tomorrow, then the travel plan will be canceled. We would rather postpone the travel for several days so as to have a sunny day. Thus, the travel will be very interesting.)

(2) Adding correlatives to corresponding positions in line with contexts

Jīntiān tiānqì hěnhǎo, wǒmen àn yuánjihuà qù Hángzhōu yóuwán。 Xī Hú (bùjǐn) shuǐ měi , (érqǐě) shān yě měi。 (yóuyú) Xī Hú jǐngsè , yìniánsìjì dōu hěn piàoliàng , (yīnér) (jǐshǐ) hánlěng de dōngtiān , yěhuì yǒu xǔduō rén lái dūjià。 (jiùshì) yánrè de xiàtiān , rénmen yě huì mào zhe kùshǔ lái wán。 (rúguǒ) wǒmen nénggòu shēnghuó zài Xī Hú biānshàng, nà gāi duōhǎo ā。

(Today, the weather was very fine. We traveled to Hangzhou as originally planned. The West Lake has not only appealing lakes but also hills. Attracted by enchanting sceneries throughout the year, many people come here to spend their holidays even in cold winter. They also come in summer in spite of sweltering weather. How wonderful it will be if we can live by the West Lake!)

(3) Arranging following sentences into a paragraph according to the

generalization-explanation relation, example, time, result, etc.

①Wǒ jiālǐ yǎng le liǎngzhī chǒngwù。

(My family raised two pets.)

②Língyīzhī shì māo , wǒmen jiào tā Mīmī。

(The other is the cat, we called her Mimi.)

③Yīzhī shì gǒu , wǒmen jiào tā LuóLuó。

(Just a dog, we call it the Luoluo.)

④LuóLuó xǐhuān gēnwǒ dào waimiàn liūliū。

(Luoluo likes going outside for a walk with me.)

⑤LuóLuó chángzài Mīmī zuǒyòu bǎohù tā。

(Luoluo always accompanies Mimi to protect her.)

⑥Mīmī xǐhuān zài jiā zhōuwéi zǒuzǒu。

(Mimi likes to walk around my house.)

⑦Mīmī cháng bǎ hǎochī de dōngxī liúgěi LuóLuó chī。

(Mimi often gives Luoluo delicious food.)

⑧Luólūo dūn zài dìshàng dōngzhāngxīwàng, Mīmī zuòzài wǒ tuǐshàng shūlǐ shēnshàng de máo。

(Luoluo is squatting on the floor with eyes looking around and the Mimi is sitting on my lap, combing her body hair.)

⑨Liǎngzhī xiǎojiāhuǒ nàme tīnghuà。

(Two little guys are so obedient.)

⑩Tāmen yě gèzì huídào zìjǐ de wō。

(They have their own return to their nest.)

⑪Dòuzhe tāmen wánwan。

(Playing with them.)

⑫Wǒ jìn fángjiān shuìjiào。

(I entered the room to sleep.)

⑬Zēngtiān bùshǎo shēnghuó lèqù。

(Add a lot of enjoyment of life.)

⑭Wǎnshàng wǒ kàndiànshì de shíhòu。

(In the evening, while I am watching TV.)

Provide the correct answer: ①-③-②-④-⑥-⑤-⑦-⑭⑧-⑫⑩-⑨-⑪⑬

As far as the sentence training is concerned, the wrong sentences made by students in composition exercises should be rectified while it is not advisable for teachers to do training work via making students correct ill-formed sentences. This is because frequent occurrence of wrong sentences may instead influence students' ability to express information using correctly-ordered sentences.

2. Parataxis

Parataxis is a method directly connecting sentences by use of inherent logical semantic relations rather than any correlatives.

The training for organizing sentences into a paragraph is good for cultivating students'

writing ability at the primary or middle learning stage. Its aim is to have students aware of meaning expression centrality, thought logicity and language coherence.

Example: organizing the following groups of sentences into two paragraphs

The training emphasis is on arrangement of sentences into paragraphs in line with relevant chronological orders, as well as on the understanding of functions and correct usage of demonstrative pronouns.

Step 1: Following materials can be presented through blackboard writing or in other written forms.

The first group:

(1) Yóuqí shì dōngtiān de xīngkōng , chángcháng shǐ wǒ kànde rùmí。

(The starry sky in winter always made me fascinated.)

(2) Wǒ de jiāxiāng shì yí gè měilì de xiǎochéng。

(My hometown is a beautiful small town.)

(3) Měidào qíngtiān de yèwǎn , jiù kěyǐ kàndào míngliàng de xīngkōng。

(people could see a bright starry sky on the night of a sunny day.)

(4) Xiǎoshíhòu , wǒ cháng ài kàn nà měilì de xīngkōng 。

(In my childhood, I loved to see the beautiful sky.)

The second group:

(1) Dào ZhōngGuó yǐhòu wǒ háishì zhèyàng。

(I have been still keeping this hobby since I came to China.)

(2) Hòulái líkāi le jiāxiāng , wǒ réngrán jīngcháng xiǎngqǐ jiāxiāng nà měilì de xīngkōng。

(I have been always recalling the enchanting starry sky even though I left my home town.)

(3) Chángcháng yídào 、 wǎnshàng jiù bù yóude huì táiqǐ tóu lái wǎng tiānshàng kàn。

(I raised my head and watched the sky unconsciously when the darkness fell.)

(4) Tiānkōng yǒu méiyǒu míngliàng de xīngxīng 。

(Whether there were bright stars in the sky or not.)

Step 2: Some students are asked to read out each sentence in the above two groups.

Step 3: Students are required to arrange the two groups of sentences into two paragraphs within a given time and meantime punctuation marks should be properly applied.

Step 4: Then, the finished paragraphs are read out by students themselves and those who having different ideas can make relevant discussions. The most frequently discussed point is about the opening sentence. That is, either “Wǒ de jiāxiāng shì yí gè měilì de xiǎochéng ” or “Xiǎoshíhòu , wǒ cháng ài kàn nà měilì de xīngkōng ” should be put at the beginning of the whole paragraph.

Step 5: Correct answers are provided completely.

The first group: (2)-(3)-(4)-(1)

The second group: (2)-(1)-(3)-(4)

Step 6: The teacher gives appropriate explanations and comments.

Because these two paragraphs do not have too many correlatives, the arrangement of sentences is conducted mainly in the paratactic way.

The words and expressions showing time information in the training materials, such as *qíngtiān de yèwǎn.....xiǎoshíhòu.....hòuláidào ZhōngGuó yǐhòu*, should be marked so that students can know how the sentences in the two paragraphs are chronologically organized. This will help students master the methods to organize paragraphs in accordance with a certain time sequence.

The opening sentence of the first paragraph is “*Wǒ de jiāxiāng shì yíge měili de xiǎochéng。*” Actually, many Chinese paragraphs in most cases begin with “*xiǎoshíhòu*” but in the sentence “*Xiǎoshíhòu , wǒ cháng ài kàn nà měili de xīngkōng*”, there is a demonstrative pronoun “*nà*”. If this sentence is placed at the very beginning of the paragraph, then the character “*nà*” has ambiguous references. For this reason, the “*Xiǎoshíhòu , wǒ cháng ài kàn nà měili de xīngkōng*” should not be chosen as the opening sentence.

There are altogether 3 demonstrative pronouns in the two paragraphs of training materials. Pronouns feature anaphoric and substitution functions which can make different sentences coherent and cohesive with one another. Accordingly, they are often employed to organize sentences. Attention should be paid to the fact that the first sentence of a paragraph generally contains no pronouns.

Training for Arranging Paragraphs into a Text

The training for arranging paragraphs into a text refers to a textual writing training method covering both paragraphs and discourse. It involves a deeper level of comprehensive language application. Textual writing training is always based on the whole. Its focus is, as for Chinese students, on teaching them the ways to conceive ideas, to arrange the whole structure as well as to write out the idea. By contrast, it is still on language use in teaching Chinese as a foreign language.

Identical with the training of combining sentences into a paragraph, this method should also pay attention to internal logical relations and external linguistic expressions of language materials. The text structure is a complicated organization system whose content should be arranged in conformity with not only the development law and internal relations of objective things but also the order, process and psychology held by human in understanding things. As to the external text form, the opening, main body and ending should be reasonably designed. Natural transition should be carried out among paragraphs, as well as the content of different paragraphs should be correlated.

The training for organizing paragraphs into a text is available in two types, one being from the whole to the part and the other being from the part to the whole.

1. From the whole to the part

The training method from the whole to the part is to provide students with complete model compositions. The objective is to teach students how to write the opening and ending, how to develop the main body, and how to make paragraphs naturally transitioned and correlated. Based on this, students are required to write a complete composition with a given title and learn to arrange paragraphs into a text for themselves. Owing to various writing needs and objectives in real life, the compositions written by people differ from one another in respect of organizational forms of discourse constructions. The training method from the whole to the part can be done in combination with the teaching of diversified writing styles, such as narrative type, argumentative type, practical type, etc.

2. From the part to the whole

The training from the part to the whole is similar to the method of combining sentences into a paragraph. Students are asked to arrange the given paragraphs into a completely ordered text, referring to the meaning relations among paragraphs as well as the linguistic form marks. This method is less difficult than the one carried out from the whole to the part. Therefore, it can be done before students start to write the whole articles. That is to say, this kind of training method can make early-stage preparations for the training from the whole to the part.

Example: organizing the provided paragraphs into a text

The focus of the training is to let students organize paragraphs in line with chronological order in which events proceed, and master the methods to make paragraphs transitional and correlated.

Step 1: Students are required to edit the supplied language materials into a text

Paragraph 1:

Cāngwài de fēngbào gèng qiángdà le , jīshēn yě diǎn de gèngjiā jùliè 。 Zhèngzài wǒmen jīnghúnbùdìng shí , kōngjiē de shēngyīn zài ěrbiān xiǎngleqǐlái : “Gèwèi lǚ kè , xiànzài wǒmen de fēijī jìnrù le jīyǔyún , mùqián fēijī zhèngzài páshēng , qǐng gèwèi lǚkè zài gèzì de zuòwèi shàng zuòhǎo , búyào suíyì zǒudòng , wǒmen hěnkuài jiùhuì fēichū zhèpiàn yúnqū。

(The windstorm outside the airplane cabin became stronger and the fuselage jolted more badly. We were frightened and unable to calm down. At this time, we heard the airline stewardess saying: “Passengers, our airplane enters into the cumulonimbus area and now is climbing upwards. You are required to be in your own seat. Please do not walk around. We will get out of the cloud area very soon.”)

Paragraph 2:

Jīnnián xiàtiān chūqù lǚyóu , zài huánghǎi biān shàng de yí gè jiào Lǚsì de yú gǎng zhù

le jǐtiān hòu , wǒ hé péngyǒu biàn chéng fēijī cóng Jiāngsū de Nántōng zhí fēi Chéngdū 。
Fēijī zhōngtú zài Wǔhàn Tiānhé jīchǎng zuò duǎnzàn tíngliú hòu , yòu téngkōng ér qǐ ,
xiàngxī fēiyuè 。Jíè xiǎoshí hòu jiù yào huíjiā le , wǒmen qīngsōng de tánxiàozhe , xīnqíng
shífēn yúyuè。

(We had a travel this summer. Spending a few days in Lvsi, a fishing port by the Yellow Sea, my friend and I took a direct flight to Chendu from Nantong in Jiangsu province. After a short stay in Wuhan Tianhe Airport, the airplane continued flying to the west. We would go back home just several hours later. Relaxed and delighted, we kept chatting and laughing.)

Paragraph 3:

Guǒrán, jǐfēnzhōng hòu, wǒ gǎndào yǒu yángguāng cóng xiánchuāng wài zhàoshè
jìnlái。 Wǒ còudào chuāngbiān xiàng xià yī wàng, bùjué jīdòng qǐlái ——“fēijī zài páshēng
qiānyúmǐ zhīhòu, bǎ dàpiàn de wūyún shuāi zài le xiàmiàn。 Zhèzhǒng qíngjǐng zhēnshì
zhuànguān: Xiàmiàn shì hēisè de yúnkuài hé yúnkuài xiānghù zhuàngjī hòu fāchū de
hōngmíng, shàngmiàn shì yànyáng gāozhào, yáng guāng shǐ fēijī de chibǎng zhéshè chū
jiéjìng、 mínglì de guāngliàng.....”

(After several minutes, I felt the light shone from the outside of the airplane porthole as expected. Then, I got closer to the porthole and looked downwards. I became very excited. The airplane climbed over a thousand meters high, leaving below large masses of black cloud. The scene was extremely spectacular. In the lower part, there were black cloud masses and roaring sounds generated when cloud masses clashed with one another while in the upper part, the sun shone and airplane wings made clear and shining reflections.....”)

Paragraph 4:

Liáozheliáozhe, wǒmen bùyóude jǐnzhāng qǐlái。 Liǎngrén dōu bù shuōhuà le, gèzì
kào zài zuòyǐ shàng, nǚlì yǎnshìzhe nèixīn de jīngkǒng yǔ bùān。 Cǐshí, jīcāng wài de lántiān
báiyún bújiàn le, chànàijiān diànshǎnléimíng, jīshēn bùtíngde diān bǒ——fēijī jìnrù le
fēngbàoqū。 Wǒ hé péngyǒu dōushì dìyíci zuò fēijī, nǎ jīnglì guò zhèzhǒng chǎngmiàn, tā
qīngshēngde dūnang le èrjù: “Shàngdi bǎoyòu。”

(After chatting with each other for a period of time, we could not help becoming nervous. Both of us did not speak and leaned against the seats, trying best to cover up the inner panic and anxiety. For the time being, the blue sky and white cloud were both gone. Suddenly, lightning flashed, thunder rumbled and the fuselage unceasingly bumped. This indicated that the airplane entered into the storm zone. Taking a plane for the first time, both my friend and I had never faced such a situation. She mumbled “God bless” softly for two times. I also prayed the same thing within myself.)

Step 2: Given a certain period of time, students are made to read training materials first and to sequence the paragraphs into a text again.

Step 3: Then, they are asked to show their rearranged texts and to explain why they make such arrangements.

Step 4: The teacher offers the answer.

The correct order is paragraph 2--paragraph 4--paragraph 1 --paragraph 3.

Step 5: The teacher accounts for relevant language training points.

In this text, the organization of paragraphs is done in accordance with the chronological order in which the event develops, going home by air → being frightened by the storm → being out of danger. The method to chronologically organize paragraphs is in compliance with people's psychological habits of narrating the development of events or of knowing the process of events. Hence, it is frequently adopted to organize articles for easy mastery and convenient understanding. Nonetheless, verbs in Chinese have no tense marks. Sometimes, even in a whole text, there is only one or two sentences used to indicate the time at which the events happen. Under such circumstances, in order to make readers not confused by the time concept, have a clear knowledge about the sequence of different actions and events, it is of great necessity to apply many words and expressions or sentences with transition and correlation functions.

Step 6: Students are asked to mark out the words and expressions having transition and correlation functions in the training materials. If holding different opinions, they can make corresponding analyses and discussions.

Step 7: The teacher writes the transitional and correlating words and expressions in the training materials on the blackboard.

To be specific, the “Liáozheliáoze , wǒmen bù yóude jǐnzhāng qǐ lái。” is a transitional sentence which creates a tense atmosphere from a previously relaxing and happy one.

“guǒrán ” is an adverb meaning the fact is in agreement with the things people say or expect. In this article, it functions as a connector of the paragraph 1 and paragraph 3, and makes the “Jǐfēnzhōng hòu , wǒ gǎndào yǒu yángguāng cóng xián chuāng wài zhàoshè jìn lái。” correlated with the sentence said by the airline stewardess “Wǒmen hěn kuài jiù huì fēi chū zhè piàn yún qū。”.

Comprehensive Imitation Training-“Displaying the Framework of a Model Article by Teachers and Adding Information to the Framework for a New Article by Students”

The comprehensive imitation training is accomplished by asking students to write an article with the provided language materials being for reference. It is applicable to multiple aspects including the complex sentences or paragraphs to grasp the cohesion and coherence among sentences, organization method and construction used in a text, some writing styles to get their characteristics, as well as rhetorical formats to make linguistic expressions more distinct and vivid.

Imitation training, broadly speaking, is highly restrictive because it requires students to write with some fixed formats or patterns. The most commonly adopted method is that the

teacher displays the framework of a model article, and students write a new article on the basis of the given framework. To be specific, the teacher makes relevant analyses, and designs structural elements of the model article and the basic mode of a text or a paragraph. Then, students are required to write a new text or paragraph based on the mode. This method supplies a good solution to the problems existing in textual writing teaching, including excessive randomness and poor operability. In addition, students are enabled to write articles in line with certain procedures and fixed methods.

A model paragraph in Chinese:

Zhōngguó rén de xìngshì dào dǐ yǒu duōshǎo ne ? Jù zuì jìn de diào chá , Zhōng guó rén de gǔ jīn xìngshì shí jì shàng duō dá 22000 gè 。 Dāng dài Zhōngguó rén shǐ yòng de xìngshì yuē yǒu 3500 gè zuǒ yòu 。 Qí zhōng Lǐ 、 Wáng 、 Zhāng 、 Liú hé Chén shì Zhōng Guó de dà xìng 。 Rú guǒ bǎ zhè wǔ gè dà xìng de rén kǒu jiā qǐ lái , gū jì jiù yǒu sān yì wǔ qiān duō wàn rén , jī hū zhàn le Zhōng Guó quán bù rén kǒu de sān fēn zhī yī 。

(How many family names do Chinese people have on earth? The latest survey shows the total number of Chinese people's ancient and modern family names is actually up to 22,000, 3500 of which are used in the contemporary era. Lǐ 、 Wáng 、 Zhāng , Liú and Chén are the most common family names in Chinese. The number of people having these five family names is estimated more than 350 million, nearly accounting for one third of China's total population.)

Step 1: The teacher leads students to pick out the framework of the above material in a general way.

A rhetorical question: (dào dǐ yǒu duō shǎo) (family name)answer..... (22000)analysis of key points..... (five most common family names)

Step 2: The teacher organizes students to further analyze the framework in detail.

.....dào dǐ yǒu duō shǎo ne ? (A rhetorical question)

English meaning: How many.....on earth?

jùdiào chá (tǒng jì 、 fēn xī 、 gū suàn) ,shí jì shàng duō dá (yě yǒu , gāng dào , bù zú)(answer)

English meaning: According to the survey (statistics, analysis, estimate) of , reaches actually (nearly, just, less than)

qí zhōng , rú guǒ bǎ jiā qǐ lái (suàn jìn qù , kòu chū diào , chú wài) , gū jì , jī hū zhàn le (xiāng dāng yú , chà bù duō , dēng yú)(analysis of key points)

English meaning:of which If is (are) added together (included, deducted, excluded), the number is estimated..... , nearly accounting for (equivalent to, almost reaching, equal to)

Step 3: Students are guided to add corresponding information to the detailed framework for a new paragraph.

One of students' finished paragraphs is provided below.

Chángchūn Lǐgōng Dàxué de jìngwài liúxuëshēng dào dǐ yǒu duō shǎo ne ? Jù gāixiào zhāoshēngbàn tǒng jì , Chángchūn Lǐgōng Dàxué de jìngwài liúxuëshēng lái zì 5 gě guójiā

hé dìqū , shíjì shàng yǐdá 200 duōrén 。 Qízhōng láizì Russia de xué shēng zuì duō。 Rúguǒ bǎ shāngwùbān de xuéshēng 、 bēnkēshēng hé yánjiūshēng jiā qǐ lái , gūjì jiù yǒu 50 duō rén , jīhū zhàn le Chángchūn Lǐgōng Dàxué liúxuéshēng de sifēnzhīyī。

(How many overseas students are there actually in Changchun University of Science and Technology? According to the Admissions Office of this university, there are more than 200 overseas students, who are from five countries and regions. In addition, the students from Russia occupy a large proportion. The number of undergraduates, postgraduates and those students attending the business class is approximately over 50, nearly equal to one fourth of the total number of overseas students in Changchun University of Science of Technology.)

This imitation training method is highly effective and can be applied to an extensive range of materials. It is also suitable for other training themes:

- A.How many overseas students are there actually in China?
- B.How many Indonesia's ethnic Chinese population are there?

On the whole, different training content and methods should be arranged at different Chinese writing teaching stages. There are three aspects at each training stage. The first one is the language training, from character writing, word and sentence exercises to paragraph and discourse training. The second one is the training of writing styles including simple, general and complicated narration, easy and complex exposition, argumentation and professional papers. The third one is the training of practical writing, from simple note, notice, lost and found notice, and common letters to application documents including survey report, contract, business letter, etc. Longitudinally, these three aspects are separate systems while horizontally they coordinate with each other in training platform construction. Only proficient in the longitudinal and horizontal relations of the three aspects can teachers carry out writing teaching with ease.

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