



The Application of Chinese Songs in Teaching Chinese as a foreign Language

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Abstract

Chinese is considered one of the most difficult languages to learn in the world. The Chinese language system has a unique tone, neat characters, complex grammar and rich vocabulary, which brought great trouble to many students learning Chinese. Nowadays, with the rapid development of China's politics, economy, culture and other aspects, Chinese songs are also popular in the world, and the use of Chinese songs to teach Chinese as a foreign language can effectively improve the learning and teaching effect. Integrating Chinese songs into Chinese teaching can help international students understand Chinese culture, which is an effective teaching method. This paper will start with the role of Chinese songs in foreign language teaching, and discuss the application of Chinese songs from the practice of Chinese teaching in foreign language teaching.

Keyword: Chinese Songs, language teaching

I. Problem Statement

Language is the expression of human communication, is the most important human communication tool and medium of communication, used to express feelings, transfer information, it appears in the form of sound, rhythmic tone of voice itself has musicality.

Music is a meaningful means of communicating between people. Language and music are closely related. They are both systematic behaviour that can be used to express emotions, express feelings and convey information using sound as a medium, and both are the result of human thinking. But music has no national boundaries, even if the language is not the same and the countries are different, the listeners can still feel the feelings that the creators want to express from the songs and resonate with them, so it is an effective method to use Chinese songs as an auxiliary way to teach Chinese as a foreign language.

II. Literature Review

Elisabeth Chin has explored a wide range of teaching practices to develop the idea that music and

language are closely linked. She analyses the role of music in language from a physiological point of view and affirms that music can help language learning. (Chin, 2007)

Hu argues that music positively influences intonation and grammar, as well as increasing interest, enjoyment and motivation in language learning, and that anyone communicating through the medium of music is universally helpful and effective. (Hu, 2011)

Clement Laroy is a famous English teacher in Europe, who has been engaged in English teaching in non-English-speaking countries for decades, and his long-term practical experience has made him have a lot of discussions on second language teaching. In 1994, he introduced the pedagogical method of adding songs and music to language learning in *Songs and Music in Chinese Teaching to Foreigners*, which is an important guidance for scholars of Chinese language teaching to apply songs to Chinese language teaching in China. In 1994, he introduced the pedagogy of incorporating songs and music into language learning in *Song and Music in Chinese Teaching as a Foreign Language*, which is of great significance to Chinese scholars in applying songs to Chinese teaching. (Laroy, 1994)

Herbert Spencer argues that the method of cramming knowledge into books often causes an aversion to books; this does not lead to the kind of self-learning ability that a sound education fosters, but rather to a steady regression in that ability. (Spencer, 2002)

Liu (2010) proposed the QAIT model of effective teaching in 1987. QAIT stands for quality of instruction, appropriate levels of instruction, incentive and time, which are essential parts of effective teaching. Incentives play a great role when learning can stimulate students' interest and curiosity, so this teaching model can provide a theoretical basis for the use of songs in teaching Chinese as a foreign language. (Lu, 2010)

Liu in his *Introduction to Chinese as a Foreign Language Pedagogy*, explains the basic pedagogical principles of teaching Chinese as a foreign language, and one of the most important points is that we should take students as the centre and



teachers as the guides to pay attention to the affective factors in learning Chinese as a foreign language, and give full play to the initiative and creativity of the students.(Liu,2000)

Chinese songs can create a pleasant and relaxing atmosphere for Chinese as a foreign language classroom teaching, which can increase students' interest in learning and thus stimulate their motivation to learn Chinese, which is in line with the basic teaching principles of Chinese as a foreign language teaching. Therefore, using Chinese songs as a supplementary method is an effective way to learn Chinese.

Purpose of the Study

Therefore, this study intends to adopt a quantitative research method to conduct a questionnaire survey on foreign students of different genders and ages in higher education institutions. By means of online questionnaire survey, statistics on the popularity of Chinese songs and their popularity status were conducted, including the reasons for the popularity of Chinese songs, the similarities and differences in the preferences of lyrics forms, the views on the phenomenon of the popularity of Chinese songs, and whether Chinese lyrics have the function of spreading the traditional culture. The data were analyzed and sorted out, and then combined with various aspects of Chinese teaching in Chinese as a foreign language. By organizing the survey data, we can discover the positive effects of Chinese songs in teaching Chinese as a foreign language by combining them with the links between the various parts of teaching Chinese as a foreign language.

A total of 302 valid questionnaires were completed for this survey, with a balanced ratio of male to female respondents, including 160 males, accounting for 53 per cent of the total, and 142 females, accounting for 47 per cent of the total. The age distribution of the respondents was also broad, with 9 of them aged 12 or 18, 96 aged 19 or 25, 72 aged 25 or 35, and 125 aged 35 or over. In the following, we will analyse the role of Chinese songs in teaching Chinese as a foreign language.

1.Chinese songs have a wide range of public recognition

Chinese music is by no means unfamiliar to students of Chinese, and as China's economy develops, the artistic aspect of song flourishes. People's demand for music is naturally getting higher and higher, and listeners are beginning to pursue songs with cultural heritage and depth. Nowadays, Chinese songs incorporate various popular elements into China's deep cultural heritage, which is exactly what people

need, and therefore can gain people's favour and rapidly become popular. It is precisely because of the wide dissemination of Chinese songs with catchy lyrics and melodious melodies that they have played an important role in promoting the teaching of Chinese as a foreign language.

2.Chinese lyrics and vocabulary teaching in Chinese teaching as a foreign language

Music and lyrics together constitute the music as a whole, and the lyrics themselves have the qualities of image beauty, emotional beauty and musical beauty. "Image beauty" refers to the form of words, through the combination of phrases and sentences, showing a vivid and unique picture for the admirers, which makes the admirers have a different and wonderful feeling. "Emotional beauty" refers to the fact that the lyrics writer puts his own feelings into the lyrics, and triggers all kinds of emotions deposited in people's heart through the lyrics, so that people can enjoy the beauty of it. The "beauty of feeling" refers to the fact that the lyricist puts his own feelings into the lyrics, and through the lyrics, the emotions deposited in people's hearts are triggered, so that people can get the enjoyment of beauty."Musical beauty" is expressed in the lyrics of the words and words, words and words of the rhythm and the sense of rhythm. Although lyrics are specially composed for music, they are not an accessory to music, when they are separated from the music score, they should have their own artistic value, through which they can also give people the enjoyment of beauty. So if Chinese lyrics are introduced into the teaching of Chinese vocabulary as a foreign language, what effect will it produce?

The meaning of words in music is the most important, and the understanding of the meaning is a cognitive process in which the learner's initiative is very important, so it is important to stimulate the learner's interest in knowing the meaning of words when teaching vocabulary. The introduction of Chinese lyrics into the vocabulary part of the teaching can stimulate the students' interest in learning.

3.Chinese Lyrics and writing in Chinese teaching as a Foreign Language

Some Chinese songs contain rich Chinese classical culture, which is important for Chinese-speaking international students to have a deeper understanding of the history of China and the meaning of the Chinese language. Some Chinese songs contain rich Chinese classical culture, which is important for Chinese-speaking students to deeply understand the history of China and the meaning of Chinese. According to the survey results, the most



attractive element in Chinese lyrics is the Chinese classical culture, which is mainly expressed in three forms in Chinese songs: first, directly using ancient poems as lyrics, such as Faye Wong's "It's All About Love", which is from Su Shi's Water Melody". Secondly, the content of ancient poems is borrowed and interpreted in popular language that is more acceptable to modern people, such as "The Sound of the Waves Remains the Same" sung by Mao Ning, which is a modern version of Zhang Ji's "Mooring by Maple Bridge At Night". Thirdly, the classical poems are used to create pop songs, such as the theme song of "The sea one voice laugh"

Chinese lyrics always use various rhetorical devices to convey feelings and meanings, and Chinese lyrics can be used in teaching Chinese as a foreign language to teach rhetorical devices. Lyrics often use metaphor, personification and other rhetorical devices to reach the audience. When students listen to the songs, they can accurately grasp the rhetorical devices used in the lyrics through their understanding of the content of the songs, thus achieving the purpose of assisting Chinese language teaching.

4. Chinese Lyrics and Culture in Chinese teaching as a Foreign Language

In the survey, more than 80% of the international students said that they would naturally associate the meaning and connotation of the lyrics when they hear Chinese songs, which affirms the use of Chinese lyrics for Chinese language skills, and while appreciating Chinese lyrics and combining them with the meanings expressed in the lyrics, it affirms the role of Chinese lyrics in promoting classical culture.

In recent years, a large number of songs containing classical Chinese poems have appeared in Chinese pop music. These Chinese lyrics are very classical in character, but also inseparable from modern life, it has both entertainment and cognitive functions, it combines gorgeous rhetoric and people's simple feelings, creating a double aesthetic effect. Because of its popularity, it also expands the influence of traditional culture and contributes to China's cultural industry.

Cultural exchange is one of the ways of cultural inheritance and dissemination, and is a manifestation of the affirmation of cultural values. It is one of the ways in which people can get emotional catharsis and communicate freely while being entertained. Most people believe that the global popularity of Chinese songs is one of the manifestations of the diversification of cultural values in the process of social and cultural changes in China as a whole, and that many of the songs not only draw

on Western culture, but also disseminate Chinese culture, which is one of the results of the cultural exchanges of the Chinese culture with the attitude of "harmony and difference".

For international students, Chinese lyrics can not only let them appreciate the profound cultural heritage and long history of China, but also lead them to learn the profound ancient Chinese poems and cultivate their ability to read classical poems.

III. Conclusion

Against the background of the rapid development of Chinese language promotion and teaching of Chinese as a foreign language, Chinese language fever has become a global trend. In teaching Chinese as a foreign language, the Chinese language itself has many difficulties in pronunciation, tones, writing and reading of Chinese characters, and derivation of words, etc. Most foreign students do not have any basic Chinese language knowledge, Chinese character background and Chinese language environment, so it is easy for them to lose their interest in Chinese language learning because of the dull and boring teaching atmosphere caused by one-sided language teaching or literacy teaching. Therefore, there is an urgent need to break the bottleneck in Chinese as a Foreign Language (CFL) teaching in terms of curriculum and teaching methods.

The use of Chinese songs in teaching Chinese as a foreign language can effectively stimulate students' conscientiousness and motivation, stimulate students' interest and enthusiasm, and can also help students to learn phonetics, vocabulary and grammar, and improve their ability to listen, speak, read and write in Chinese, and even to understand Chinese culture.

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