

Brief Analysis of Chinese Bilingual Comparative Teaching Mode

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Abstract

Chinese Bilingual teaching is one of the ways to cultivate bilingual talents with high diathesis. In recent years, bilingual teaching has been widely developed in many countries and regions in the world, and has gradually become a new hot topic. Although the word bilingual is very well known, some people still do not understand its essence. In view of this, the authors hereby simply discuss and analyze the bilingual teaching of teaching Chinese as a foreign language (TCFL) from the perspectives of English-Chinese bilingual teaching in combination with the teaching practice in Thailand.

Keywords: Chinese, English-Chinese Bilingual, interlanguage, target language, comparative teaching mode

Introduction

The Chinese bilingual teaching mode in this article refers to the English-Chinese bilingual teaching in a non-mother tongue (Thai) environment. It is one kind of Chinese teaching mode that is English as interlanguage. In other words, during the whole teaching activities, Chinese lessons should be carried out in English instead of Thai, which is also a kind of teaching mode of mutual conversion between English and Chinese. Students will be able to understand Chinese through English and solve problems encountered in teaching and learning process. Teachers will teach and explain Chinese lessons in English, all questions and problems encountered by students during class should be solved in the mean time. English plays a role of interlanguage during teaching process so to achieve learning goals of the target language "Chinese". It actually

is a process of bilingual converting and mutual learning which will be shown as a win-win situation of students who learn two languages.

The feasibility and Diathesis Requirements of English-Chinese Bilingual Teaching

The international status of English and Chinese makes possibility for the bilingual teaching. English and Chinese belong to entirely different language systems: the Indo-Euro language family, including 12 branches and more than 100 incoming languages. About half of the world's population speaks English as their mother tongue. Especially in the past two centuries, English has become an international language due to the leadership of Britain and the United States in politics, economic military, sciences and technology.

Until now, the number of English as the first language speakers is about 300 million, and English as second language speakers is about 250 million. English is gradually attached with a great importance by many Asian countries, thus Asia gradually becomes a huge potential region, where have been laying the foundation to make English the most widely used international language in the world.

Chinese belongs to the Sino-Tibetan language family, which includes more than 400 languages and dialects. Chinese is the earliest, most populous and is leading representative of the Sino-Tibetan family. China has over 5000 years of history, its language reached high level of development. Historically, Chinese have had a great influence on the languages of neighboring countries, Japan, Korea and Vietnam are affected countries.

Nowadays, Chinese is not only one of the six official UN languages, but also plays an increasingly important role in the international affairs. International academic institutes which offer Chinese language courses are constantly being established. More and more people are learning Chinese. According to UNESCO statistics database, there are about 1.6 billion people who speak Chinese in the world. Chinese ranks the most spoken language in the world and ranks second in the world in terms of its wide use. Nowadays, many countries have listed Chinese as the second most popular foreign language taught in their education systems. Taking Thailand as an example, by 2019, Thailand has set up 16 Confucius Institutes and 20 Confucius Classrooms.

The number of students who study Chinese have been growing rapidly to more than 1 million. Chinese has become the most popular foreign language in Thailand.

The demand for Chinese in Thailand makes possibility of bilingual teaching. According to the report of Chinese people network in Bangkok on March 15, 2019. Khun.Chattala, Assistant of Secretary General of Higher Education Committee of Ministry of education of Thailand, told reporters: Chinese has become one of Thailand's most popular foreign languages, and in Thailand, the number of Mandarin learners has been increasing year by year. Currently, there are 134 higher education institutions offered courses of Chinese language and culture. Chinese will become world's second language in the near future, it shows that the prospect of Sino-English bilingual education in Thailand is immeasurable.

According to the disclosure of Chinese Embassy website in Thailand on May 22 2018, Thailand has launched a new professional technology strategy in colleges and universities for a Reserve Talent Training Program. It will take at least 5 years to cultivate more than 110,000 talents who are able to meet the demand of the top ten industries in the Eastern Economic Corridor while further accelerate the professional innovation and development of colleges and universities. A proposed law shows that Thailand has pursued a strategy of "Rejuvenating the country through science and education". The regular meeting of the Cabinet of Ministers passed the "Proposal on the Cultivation Plan of New Professional Technology Strategic Reserve Talents in Colleges and Universities" with a total amount of 14.238 billion baht for a period of 5 years.

Moreover, Thailand will continue to speed up the cultivation and training of high-tech professionals which will also encourage higher technical colleges to actively adapt to the current market urgent demand for employment of high-tech talents by exploring new educational programs or modifying course curriculum. For example, the number of training graduates of higher vocational and technical majors attains 8,500, and the number of trainees who pass a short-term training courses or 6-month to one-year technical learning courses shall reach to 52,899. The total number of strategic reserve talents after integration should be 115,626.

It is reported that a total of 20 universities and colleges were selected, included 3 private universities, 27 institutions that offer new vocational and technical courses will join the program.

The graduates who completed the courses are guaranteed they will get job opportunities in the Eastern Economic Corridor (EEC), which a minimum starting salary is THB 20,000.

Thai government as the initiator is keen on China participate in the Eastern Corridor Project in the beginning, which is called the "support valve" for the international infrastructure construction network in the "One Belt and One Road". Meanwhile, Thai government continually attract Chinese investors, thereby the Eastern Corridor Project was accelerated in November 2018. China's "One Belt, One Road" has a coordinating and regional synergy effect with the Thailand East Economic Corridors as well as the China-Indochina Peninsula Economic Corridor of the one of Six Economic Corridors.

The similarities between Thailand's "EEC" strategy and China's "Made in China 2025" strategy are that China is doing its best to digitally upgrade the existing high-tech industries, Thailand's Eastern Economic Corridor is also trying to attract the same industries especially in aviation and robot. Strengthening the coordination and cooperation between China and Thailand's supply chain network within the framework of the "Belt and Road" will help to expand export markets.

China is currently assisting Thailand to build up a double-track railway which connect Bangkok and Nakhon Ratchasima in the Northeast of Thailand. In the near future, the line is likely to extend to Nong Khai, on the Thai-Laos border, and extend it to the Eastern Economic Corridor (EEC) through another costing about 224,544 billion baht (about 52,416 billion yuan) high-speed railway, and connect between the Don Mueang and Suvarnabhumi international airports in Bangkok and the U-Tapao International Airport in Rayong of the East of Thailand.

As mentioned above, there are two key points of bilingual teaching as below:

- Paying a high attention to the cultivation of bilingual ability of the students who are majoring in Chinese, because language is not only used as a tool of communication, but also prerequisite of entering future training programs.
- The cultivation of language abilities must be internationalized. The prospect of bilingual teaching is that students could become bilingual, and combined with professional skills training in a certain field, to cultivate compound talents.

The popularization of English creates the possibility for Chinese bilingual teaching. Chinese bilingual teaching adopts English as an interlanguage to make up for the shortcomings of TCFL on a certain level. Generally speaking, bilingual teaching is more suitable for elementary of Chinese learners, following the learner's Chinese study ability and language skills improvement, the interlanguage in teaching will be reduced step by step till completely give up it.

Why does bilingual teaching in Chinese provide a possibility of studying Chinese to beginners?

The main points are: lowering of the entry barrier for learning Chinese; and providing opportunities to the undergraduate students major in Chinese to study and improve their English skills

As for the lowering of the entry barrier for learning Chinese, take the University of Srinakharinwirot as an example. The number of students who have English background but non-Chinese studying who learn Chinese as a second foreign language is increasing year by year. According to the number of students enrolled in the academic year 2019, students who choose Chinese as a second language is four times more than 10 years ago. Due to the limited number of enrollment, the aspiration of many applicants who wish to learn Chinese had not been satisfied.. Among the students who study in Chinese program, 95% of them have some background in Chinese. For those beginners who have no background in Chinese but desired to learn from zero level might be blocked out. once the bilingual teaching is adopted, the threshold of entering Chinese program will be bound lower, so then it will create an opportunity for that students who are eagering to learn Chinese from zero level.

In regards to providing opportunities to the undergraduate students major in Chinese to study and improve their English skills, according to the survey of 107 undergraduate students majoring in Chinese in the Faculty of Humanities, only 6.54% of them think that they are in the intermediate or advanced level of English. 65.42% of the majority of students, their English are at the elementary or intermediate level, lower than the elementary level are 28.04%. The total numbers of the students on both level have reached 88.46%. This shows that the English level of the undergraduate students majoring in Chinese is quite low. It could motivate students to

learn and practice two languages as well as translation and conversion skills between Chinese and English at the same time.

In improving the efficiency of Chinese Teaching, teaching efficiency is always one of the indicators to assess learning outcomes and quality of colleges and universities, which is reflected in students' learning efficiency, understanding and comprehensive grasp of learning content they learnt, that whether be able to acquire and master knowledge taught by teacher within a limited period of time, and students could achieve a better result with limited effort.

The teaching modes, such as heuristic, images guiding, multimedia or game etc, will not be an efficiency method to match university students' demand and expectation of learning Chinese. If the students' mother tongue "Thai " is used as the interlanguage in teaching, students will rely on the way of thinking in their native language, which will lead to not only slow down students' thinking conversion between the Chinese and English, but also affect in teaching efficiency.

Creating a place for teaching and learning

When students' mother tongue is neither the targeted language nor an interlanguage, there will inevitably be one or a few of thinking deviation between the teacher and students in the process of teaching activities, which is unavoidable fact. Therefore, the communication and exchange of views between the two have become a key in teaching, and the interlanguage happens to create conditions for the communication between them, especially when beginners have not had an ability to ask questions in the targeted language, the application of the interlanguage becomes very important. The teacher must learn how to apply the interlanguage to solve puzzlements for the beginners of students in time and effectively, to prevent the situation of the students from being afraid of learning Chinese due to the confusion of thinking, and eventually give up learning.

As for conducing to solve hard problems between teaching and learning, there are often situations beyond student's' ability to learn, and explaining and answering questions in the interlanguage will bring unexpected results. For example, both "Chuān" and "Dài" in Chinese are translated as "wear" in English, but how to use these two words correctly in a sentence? If the most common English words are used to explain to students, then the problems might be solved easily. Chuān" means to wear something such as clothes. pants, shoes, etc. "Dài" is used to refer to accessories in English, for examle, gloves,caps, hats, necklaces , rings, ear-rings, glasses etc. To

explain the meanings of Chinese by using simple English as interlanguage can not only solve students' learning problems, but also help teacher with expressing semantics and help students with understanding as well as memorizing.

In building up and enhancing the prestige of teachers, teachers must set up their personal reputation and teaching confidence within students in classroom in term of assurance the maintaining of teaching order and the smooth progress of teaching activities in the classroom. Students usually listen carefully when a respected teacher lecture. In contrary, when students listen to lecture by a teacher who is not respected, they only treat the teacher with a contempt. This situation unable to guarantee the teaching quality in classroom. Therefore, when interlanguage (English) applied in lecture, teachers must have a certain level of interlanguage in order to teach students the knowledge of the targeted language (Chinese) so as to avoid the embarrassment caused by the insufficient of the interlanguage in teaching, and unable to express their meaning clearly and completely and the difficulty of communication with students. In this case, which the dignity and prestige of teachers will not be maintained, and even the normal teaching, learning and classroom orders.

The Essential Diathesis of Implementing Bilingual Teaching and Learning

The teacher can apply English as an interlanguage in teaching flexibly and skillfully, and within teaching the target language-Chinese, should have abilities to respond and communicate with students in English. Teaching are actually an interactive process of teaching and learning. Chinese as the target language for students to learn, English only serves as an interlanguage. Chinese teacher is required not only to possess the ability of teaching Chinese, but also to a higher level of English. In the meantime, at beginning of learning Chinese, students should have some English ability including the basic listening, speaking, reading and writing. Therefore, teaching and learning should have the two following basic diathesis:

1. Psychological diathesis

For students who are willing to learn Chinese, the bilingual teaching is a process of transformation and perfection from one way of thinking to another. It needs a longer period of study and hard training to achieve. It is unrealistic to achieve a certain level in overnight. Due to

the students who learn Chinese may have never been exposed to Chinese, or only received Chinese enlightenment education, Chinese would be completely unfamiliar to them. Therefore, Chinese teachers must have a long-term of patience and unremitting efforts to deal with it. Students will encounter all kinds of challenges in learning a new language, to have enough psychological preparation, courage and determination to overcome difficulties to face to the challenges brought by difficulties. whether teachers or students, the most basic psychological diathesis is the basis of launching the bilingual teaching.

2. Linguistic competence

Bilingual teaching has its special requirements for the interlanguage. Since English is selected as an interlanguage, both teachers and students should have a certain level of English and conversation ability, which reflect onto two aspects:

2.1 Both teachers and students should have abilities of oral expression and language comprehension in English to cope the challenges followed up by teaching and learning. The language ability of English is reflected into: Being able to express or explain incomprehensible and ungrammatical sentences in English; Being able to discriminate ambiguous sentences, and distinguish the same surface form but the actual semantics are different; or structures of sentences may be different but actual meanings are similar or the same, and the ability to grasp and apply language skills including listening, speaking, reading, writing and translation. The aim of Chinese bilingual teaching is to learn Chinese by using English as an interlanguage. In the mean time, with the effect of killing two birds with one stone, English language abilities have also been improved while learning Chinese. Thus, in the bilingual teaching of Chinese, the abilities of teaching and learning in English as an interlanguage is particularly outstanding, that are the basic language diathesis.

2.2 Both teachers and students should also have a certain ability of English in studying, understanding and mastering, that is the language quotient (LQ). Specifically speaking, language quotient (LQ) refers to a person's ability of thinking, expression and adaptability in language communication. In the practice of Chinese bilingual teaching, the speed and level of acquiring the ability of LQ is different because of the different subjective and objective conditions, time spent and learning needs. The ability of LQ

mainly depends on the intensifying and improvement of language training and communication skills. Therefore, both teaching and learning should strengthen and improve the abilities of application in English and Chinese teaching and learning through Chinese bilingual teaching.

A Mode of Contrast between English and Chinese in Bilingual Teaching

‘Bilingual teaching mode’ is a kind of teaching method, to be used in Chinese teaching activities. English is used as the medium language of teaching and Chinese is to be the target language of learning. These two languages exist simultaneously in classroom teaching. Due to the different social environment and cultural background, it is inevitable that more than two teaching languages are existing simultaneously. In Thailand as an example, the situation of teaching languages interchanged between Thai, English and Chinese often occurs. However, the mode of Chinese bilingual teaching only is the contrastive teaching mode between English and Chinese, not Thai-Chinese-English.

Chinese-English bilingual teaching mainly emphasizes as below on three points:

- The medium language used in Chinese bilingual teaching is not the native language of students - Thai, but English.
- When students enter the classroom, they need to speak English and Chinese to participate in teaching and learning activities. They need temporarily talk not their native language - Thai but English or Chinese.
- Chinese language is the target language of learning . Students have the difficult problems or questions encountered in the whole process of teaching in classroom must be communicated with teachers in English or Chinese, not in their mother tongue - Thai.

In short, the bilingual teaching of Chinese takes Chinese as the target learning language, through the bilingual teaching environment and several stages of training and practicing, English

and Chinese could be converted or replaced to each other, so that the students' Chinese could be maximally reached to the English level that the students already have.

Of course, in order to avoid students' thinking deviation caused by teachers' lagging in English, non-verbal ways could be applied, such as: intuition, imagination, Heuristic method and so for helping students with their understanding of Chinese contents while reducing the difficulty of understanding in English.

The Role of English as an InterLanguage in Bilingual Teaching

An Interlanguage is as a third-party language between the learner's mother tongue language and the target language chosen by students to learn. It serves as an "intermediary or bridge" for learning the target language to achieve language communication and ideological exchange between the target language learners and professors. For example, if the Thai native speakers choose Chinese as the target language, and they do not have any basic knowledge of Chinese, then English as the interlanguage, apply English as a teaching tool, students with certain English knowledge are able to reduce the barriers of communication and communication with Chinese teacher in the process of learning the target language "Chinese" in term to achieve the goal of learning the target language.

The differences between the using the interlanguage in teaching and "the intuitive teaching" in international common conception lies in that the former is an abstract way of thinking. After receiving the linguistic message of the professor, the students will be on the autonomous thinking transference to achieve a language process of understanding and memory. The latter is to use the specific form of material, such as vivid and concrete teaching methods such as pictures, multimedia and games, so that students can generate interest in new language, receive verbal messages to memorize through the display of images and participation in activities, so as to achieve the purpose of learning language. There are two conditions to use interlanguage in language teaching.

Operability

To use an interlanguage teaching, teachers should first have the abilities of free conversion between the interlanguage and the target language, especially in semantic translation it should be a relatively high level. Second, students who is going to learn the target language "Chinese" should have all aspects of interlanguage skills, particularly on the conversion of thinking between English and Chinese to avoid their negative transfer of their first Language 'Thai' in second in thought process, which will greatly weaken the understanding of Chinese.

Comparability

The original intention of using the medium language is to facilitate students to enter the primary stage of targeted language learning. Through the comparison between the medium language and the targeted language in the teaching, it is found that students can easily understand and memorize the basic knowledge of the targeted language and stimulate the confidence of learning Chinese in the pronunciation, language points, sentence construction, grammar regardless to whether the similarities, differences between the two languages. For example, in the phonetic part, the pronunciation of the English letter "a [ei]" is exactly the same as that of the Chinese Pinyin. in the sentence pattern part, there is no difference between "I love you." in English and "Wǒ ài nǐ." in the Chinese language. Of course, there must be the difference, the same or the similarities between the different languages.

Comparative Teaching Mode

Comparative teaching mode is a commonly used teaching method in bilingual teaching, which has its theoretical basis and practical effect. It is to compare and contrast between the medium language and the targeted language whether there is any related to each other. Then we can easily get the similarities and differences between the two languages, even between the two languages and learners' mother tongue. After the comparative analysis, learners not only comprehend the similarities and differences between the languages, but also can easily and

happily grasp the targeted language. For learners, the comparative teaching method can make them achieve twice the result with half the effort.

Chinese Linguistic Features

Independent Expressiveness Feature

Originally, Chinese Characters were characterized by various pictographs as unique in the human languages. The advantages of writing characters and its linguistic features have being recognized and accepted by people who use spelling languages. The meaning of the graphics was the basis of creating Chinese Characters to format the feature of ideographic. The wise forefather created Chinese characters with the combination of ideograph and sound. Because it uses strokes and figures to express meanings, we can basically know the meaning from the shape when reading. While in writing, the thought dimension and expression can be carried out smoothly and unobstructed, which is far superior to those phonetic characters that can't distinguish the sound from the shape and don't know the meaning of the shape.

Flexibility of word formation

With the times changing and social development, new Chinese words were constantly being created, especially in the history periods of rapid social changes, such as the Spring and Autumn and the Warring States period, the Modern historical period after 1911, the new cultural movement, etc. that have been absorbed hundreds of foreign words and enriched the language of the Chinese nation.

Some of monosyllabic words were changed to be disyllabic continuous words, rhyme words or overlapping words, such as ‘cānchā’ ‘línlí’, ‘xiāoyáo’ ‘yáotiáo’ ‘pósuō’ , ‘yōuyōu’ ‘piānpiān’ ‘tāotāo’. Chinese original Characters were recombined to create new words. For example, a new disyllabic noun can be formed by recombining two monosyllabic words, such as Movie (diànyǐng), TV(diànshì), computer (diànnǎo) and electric appliance (diànqì) and other nouns are all combined with the word of ‘Diàn’, which is a common word. So it is not necessary to reconstruct new word like spelling languages at all.

Language Structure Resilience

Another distinguishing characteristic of Chinese is that it has the so-called "isolated language" in grammar, that is, there are few morphological changes in word formation in Chinese. characteristic of Chinese is that it has the so-called "isolated language" in grammar, that is, there are few morphological changes in Chinese word formation. In the Indo-European language family, the morphological changes of words are relatively rich, including the changes of part of speech, singular and plural, tense, voice and mood. Chinese is different, its morphological change is less. For the processing of the part of speech, place, quantity, time, etc., it does not need to add additional words, nor show in the morphological change, but use "word order" to solve it, that is to say, the function of words in sentences mainly depends on words order in sentence. This makes Chinese grammar simple and highly efficient. Unlike English, the more you learn, the more complex and hard you remember them.

Pursuing Aesthetic Style of Verve

Since the appearance of oracle bone inscriptions, it can be said that every Chinese character is a poem, which has a subtle spirituality and chants the beauty of rhyme. Each Chinese character is a period of history, magnificent, writing the beauty of humanity. Each Chinese Character is a philosophy, understanding of life, which lights up the beauty of thought, and the color of people's life, shows the unique life realm of Chinese! Thousands of years, the Chinese Characters have been evolved countless fonts, that constantly enrich the beauty of rhythm of Chinese.

Numerous of Homophone Character

Unlike English, Chinese characters are monosyllabic word, not spelling. With the development of human thinking, Chinese has become more and more complex, the expressiveness of voice is obviously insufficient, and the change of language is followed by the emergence of polysyllabic words. However, Chinese characters are represented by glyph, which is much more convenient than using elongated syllables or complex grammar to increase the

differences between vocabulary and semantics. Therefore, it is not enough to grasp Chinese characters only by hearing. We must carefully observe the differences between Chinese characters and their meanings while listening, otherwise there will be misunderstanding. The computer voice control system in the 21st abandons the keyboard edited by letters. Compared with more than 10000 syllables in English, there are only more than 400 syllables in Chinese and only four tones in each syllable. American linguist Gary Jennings "world language" gives a high evaluation of Chinese characters' simplicity, accuracy, rigour and advanced nature.

Chinese Characters have Profound Implication

Chinese characters have their own, that one character with many polysemous or many words with the same meaning in particular. There are two principles in making Chinese words, i.e. mutual explanatory and analogic words, which have the characteristics of extension and multifold metaphor. One word can increase its meaning by extension, and can make its connotation more profound. For example, in idioms and allusions, "刻舟求剑(kèzhōu qiújiàn) means: carving on gunwale of a moving boat", "守株待兔 (shǒuzhū dàiù) means: waiting under the tree every day , in the hope that a hare would kill itself by crashing into a tree trunk", "画蛇添足 (huàshé tiānzú) means: to paint a snake with feet—superfluous ", "画饼充饥(huàbǐng chōngjī) means: drawing cakes to allay hunger—feed on illusions" etc. More economical, elegant, vivid and implicit are characteristics of Chinese language. It is hard to achieve in other languages in the world. and make its connotation more profound.

As above statement, after compared between the six features of Chinese character, the application of comparative teaching method in Chinese bilingual teaching can only be at the level of pronunciation, and there is no commonality in writing. Taking the following list of the pronunciations between English phonetics and Chinese Pinyin to do some exploration in teaching practice, borrow the same or similar pronunciation in the interaction between the two languages, so as to help students with learning and memorizing the pronunciation essentials soon possible.

A Comparison between Chinese Pinyin and English Phonetics

We can always find some similar or even completely different pronunciations between different languages. Take Chinese Pinyin as an example to compare with English Phonetics:

1. Chinese Pinyin single Finals (similar to English vowels):

	Single F/ (I.P.A.)	Pinyin/Meaning	English phonetics/English word	Chinese word	Pronunciation similarity
a	[a]	ā 阿 (modal particle)	[a:] / <u>arm</u> [a:m]	手臂	100%
o	[o]	ō 喔 (onomatopoeia)	[ɔ:] / <u>saw</u> [sɔ:]	锯	100%
ê	[ɛ]	-- -- (-----)	[e] / <u>egg</u> [eg]	蛋	100%
e	[ə]	hē 喝 (drink)	[ɜ:] / <u>fur</u> [fɜ:]	皮	100%
i	[i]	yī 衣 (clothing)	[i:] / <u>eel</u> [i:l]	鳗	100%
-i	[ɪ] / [ɪ]	-- -- (-----)	[i] / <u>live</u> [liv]	生存	100%

(j, q, x, y & z, c, s, zh, ch, sh, r, followed by 'i' for marking tones)

u	[u]	wū 乌 (dark, crow)	[u:] / <u>rude</u> [u:]	粗鲁	100%
ü	[y]	yū 淤 (silt, slush, mire)	---	---	0%

2. Chinese Pinyin Compound Finals (Similar to English Vowel):

	Single F/ (I.P.A.)	Pinyin/Meaning	English phonetics/English word	Chinese word	Pronunciation similarity
ai	[ai]	āi 哀 (sorrow, grief)	[ai] / <u>life</u> [laif]	生活	100%
ei	[ei]	ēi 诶 (interjection word)	[ei] / A [ei]	英文字母	100%
ui	[uei]	wēi 威 (sorrow, grief)	[uei] / <u>weight</u> [weit]	重量	100%
ao	[au]	āo 傲 (proud, arrogant)	[au] / <u>now</u> [nau]	现在	100%
ou	[əu]	ōu 鸥 (gulls)	[əu] / <u>home</u> [həum]	家	100%
iu	[iəu]	yōu 优 (excellent, superior)	[əu] / <u>yage</u> ['yæuge]	瑜伽	100%
ie	[iɛ]	yē 椰 (coconut)	[je] / <u>yes</u> [jes]	是	90%
üe	[yɛ]	yuē 约 (about)	---	---	0%
er	[ər]	ér 儿 (son)	---	---	0%

3. Chinese Pinyin Pre-nasal Finals (similar to English vowel):

Single F/ (I.P.A.)	Pinyin/Meaning	English phonetics/English word	Chinese word	Pronunciation similarity
an [an]	ān 安 (safe,quite, settle down)	[ʌn] / an [ʌn]	一个(量词)	90%
en [ən]	ēn 恩 (grace,kindness)	[en] / engine['endʒin]	发动机	100%
in [in]	yīn 因 (due to, because)	[in] / in [in]	进入	100%
un [uən]	wēn 温 (temperature)	[en] / went [went]	去(过去式)	100%

4. Chinese Pinyin postnasal vowel (similar to English vowel):

Single F/ (I.P.A.)	Pinyin/Meaning	English phonetics/English word	Chinese word	Pronunciation similarity
ang [ʌŋ]	āng 盎(盎司) (weight)	[ʌŋ] / lung [lʌŋ]	肺	100%
eng [əŋ]	hēng 哼 (hum,groan)	---	---	0%
ing [iŋ]	yīng 英 (hero)	[iŋ] / English[iŋgliʃ]	英语	100%
ong [uŋ]	hōng 烘 (baking)	[ɔŋ] / wonky [wɔŋki]	不稳的	90%

5. Chinese phonetic Initials (similar to English consonant):

Single F/ (I.P.A.)	Pinyin/Meaning	English phonetics/English word	Chinese word	Pronunciation similarity
b [b]	b à n 办 (do)	[bæn] / ban	禁止	90%
p [p']	p à n 盼 (expect)	[pan] / pan	平底锅	90%
m [m]	m à n 慢 (slow)	[mæn]/ man	男人	90%
f [f]	f à n 饭 (meal)	[fʌn] / fun	玩笑	100%
d [d]	dān 丹 (red,pill)	[dændrʌf]/ dandruff	头垢	90%
t [t']	tān 摊 (spread out,booth)	[tæn] / tan	黄褐色	90%
n [n]	n á n 难 (difficult)	[nʌn] / nun	修女	100%
l [l]	l à n 烂 (rot, fester)	[lænd] / land	陆地	90%
k [k']	kān 看 (look, see,watch)	[kæn' ti:n]/canteen	食堂	100%
h [x]	h à i 害 (harm,harmful)	[hai] / high	高的	100%
j [tɕ]	j í p ŭ 吉普(jeep)	[dʒi:p] / jeep	吉普	50%
q [tɕ']	qī 七 (seven)	---	---	0%
x [ɕ]	xī 西 (west)	---	---	0%
z [ts]	zī 吱 (onomatopoeia)	[ziərəu]/ zero	零	90%
c [ts']	cī 叱 (onomatopoeia)	[stju:dnts] / students	学生们	50%
s [s]	s ì 四 (four)	[sik] / sick	有病的	90%

zh	[tʂ]	zhī 只 (only)	---	---	0%
ch	[tʂʰ]	chī 吃 (eat)	[ˈtʃaɪnə] / china	瓷器	100%
sh	[ʃ]	shī 师 (teacher, master)	[ˈʃɪp] / ship	舰船	100%
r	[ʒ]	ròu 肉 (meat)	[rəʊl] / role	角色	100%
y	[i]	yì 易 (easy)	[ˈji:lɪd] / yield	产生	100%
w	[w]	wù 物 (things, object)	[wu:] / woo	寻求...的支持	100%

According to statistics, the similarity of Chinese and English pronunciation: accounting for 57.45% of the total Pinyin can be found corresponding English pronunciation, and 90% similarity pronunciation is for 23.40%, 50% similar pronunciation is for 4.25%. 23.40% is totally different pronunciation with English. The comparison shows that 76.60% of similar pronunciation found in English could help students with learning Chinese.

Language Points Comparison between English and Chinese

In order to make students to grasp the rules of Chinese patterns as a whole as soon as possible, starting with simple sentences through the contrast between the interlanguage and the targeted language to find their common points or similarities. With the continuous extension and expansion of the sentences, the students will gradually grasp the rules of Chinese sentence patterns so as to accelerate the learning and grasping of Chinese.

Teaching Chinese in English as its interlanguage, the exactly same or similar language pattern between English and Chinese could be found under some simple grammar structures.

1. The consistency between grammars of Chinese and English

The basic sentence structure of Chinese are subject, predicate, and objective. The vocabulary is divided into verb, noun(pronoun), adverb and adjective, etc. It is the same in English, for example, "Háizimen xǐhuan měilidehuā" in Chinese, which is exactly the same pattern after translated into English "Children like beautiful flowers." In this simple sentence, the subject of Chinese and English are "children", the predicate is 'like', the object is 'beautiful flowers'. The usage of verbs, nouns and adjectives is obviously the same. Attributive 'beautiful' in both languages of Chinese and English are used to modify noun 'flower', in which sentence structures

are corresponded one by one. In this case, it is possible to analyze English in Chinese or vice versa. However, in the case of inconsistency between two sentence structures in Chinese and English, it could not be easy to simply apply the grammatical patterns of one language to convert it directly into another language. When teaching English as the second language, the grammar is usually emphasized much more in teaching because it is relatively fixed during the application. While, when teaching Chinese, grammar is rarely involved, it mainly rely on the practices of language patterns and points. Of course, the its language patterns also have its regularity to follow. Therefore, in bilingual Chinese teaching, students are relatively familiar with English grammar but not Chinese. It is easy to analyze Chinese sentences with English grammar for those students who learn Chinese, especially the beginners. For example, 'a red apple' in English, 'a' is an Article, but there is no Article in Chinese. Similarly, there is no measure word in English. The English speakers wont never agree with anyone who would like to say "a piece" in "a piece of news" as a measure word. So, Chinese grammar points are different with English.

2. The differences between grammars in Chinese and English

Two points were presented below:

2.1 Some differences between vocabulary categories

In Chinese, "inside, outside, top, bottom, front, back, left, right and during or among" are defined as nouns of locality, but prepositions in English, In Chinese, 'lǐ, wài, shàng, xià, qián, hòu, zuǒ, yòu and Zhōng' are defined as nouns of locality, but some of them are defined as Prepositions or Nouns in English, such as in and inside, out and outside, and behind, etc. Some are adjectives such as inner, outer and outside, etc. Therefore, whenever we see nouns of locality in Chinese, never think they are prepositions or adjectives in English. Many Chinese verbs are followed by "zhe", "le", "guò", then a lot of people think that the verb with "zhe" is the present tense, and the verb with "guò" or "le" is the past tense. In fact, Chinese verbs followed by 'zhe, le, guò' do not mean 'tense', as examples: "Tā zuótiān chī zhe fàn hái kàn shū ne." translated to be 'He read while eating yesterday.' Another one is "Tā míngtiān jiù shì kànzhe diànyǐng yě hái huì xiǎngzhe wǒ. " that meaning is "He'll think about me even if he's watching a movie tomorrow." 'zhe' in Chinese indicates a state of a continuous or continuous action of people. In this state,

such as 'read' in the first sentence and 'think' in the second sentence, are one dynamic state in another state.

2.2 The differences in sentence components

There are six elements of one sentence in Chinese, including subject, predicate, objective, complement, adverbial and attribute, and there is no complement in English but adverbials. English apply adverbials to express the meaning of complements in Chinese, and Chinese apply object to express the English predicative.

The Chinese complement is used to describe or explain the result, degree, direction, possibility, state, amount, frequency and place of the verb. The connection between complement and verb is that of complement and be complemented, that of description and be described.

Examples:

- ① 结果补语句：她眼睛哭肿了。 Tā yǎnjīng kū zhǒng le.
Resultative complement: Her eyes were swollen with tears.
- ② 程度补语句：今天热得很。 Jīntiān rè de hěn.
Degree complement: It's very hot today.
- ③ 趋向补语句：我开车出去了。 Wǒ kāi chē chū qù le.
Directional complement: I drove out.
- ④ 可能补语句：她根本吃不了这么多。 Tā gēnběn chī bù liǎo zhème duō.
Possible complement: She can't eat so much at all.
- ⑤ 状态补语句：他的脸变得通红。 Tā de liǎn biàn de tōnghóng.
State complement: His face turned red.
- ⑥ 数量补语句：经理来过三次他都没说一句话。 Jīnglǐ lái guò sān cì tā dōu méi shuō shénme.
Amount complement: The manager has come three times without saying a word.
- ⑦ 时间、处所补语句：疫情发生在武汉。 Yìqíng fāshēng zài Wǔhàn.
Frequency and Place complement: The epidemic happened in Wuhan.

The English predicative indicates the identity, nature, character, feature and state of the subject. The predicative is located after the linking verb and is closely related to the linking verb. The linking verb is followed by predicative and the linking verb must be ahead of predicative.

Examples:

I am *fine*. (fine 是形容词, 作表语 / 'fine' is adjective as predicative.)

He is a *boy*. (boy 是名词, 作表语 / 'boy' is noun as as predicative.)

Five plus two is *seven*. (seven 是数词, 作表语 / 'seven' is numeral as predicative.)

He is not *at home*. (at home 是介词短语, 作表语 / 'at home' is preposition as predicative.)

My hobby is *reading*. (reading 是动名词, 作表语 / 'reading' is gerund as predicative.)

Our duty is *to make* our environment better. (to make 是不定式, 作表语 / 'to make ' is infinitive as predicative.)

The comparative teaching method in Chinese bilingual teaching can help students to distinguish the differences and similarities more clearly between different languages, to overcome the difficulties in pronunciation, sentence pattern and grammar, as well as to learn and grasp Chinese more smoothly.

Summary

In contrast, English pays more attention to the logic and accuracy of expression. This is one of the reasons why English can become an international language. English has clear grammatical rules. Thus, it is easier to learn. Chinese characters are ideographic characters, and the pronunciation must be marked with pinyin; square characters make it more difficult for foreigners who are using spelled words to remember, and the flexible structure of Chinese sentences is the main obstacle for foreigners to learning Chinese.

The reason why students feel difficult to learn Chinese is that Chinese and English are in almost completely different language families. Both the official Chinese and that in common application in daily life have an overall language environment. Thusm they will have more opportunities to practice. Chinese bilingual teaching does provide students with opportunities to apply it. Students could also further deepen English study, promote its use and make common progress while learning Chinese.

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