

A Study on the Introduction of Internet Popular Words into Chinese Language Teaching to Foreigners : Taking Internet Buzzwords of the Past Five Years as an Example

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ABSTRACT

Vocabulary teaching is an important part of Chinese language teaching to foreigners, and as the most active element of language, vocabulary closely follows the changes of the society, and a large number of Internet popular words have emerged as a result of the popularization of the Internet. For learners of Chinese as a second language, not understanding the meanings of Internet buzzwords will not only cause obstacles in daily communication, but also lead to unnecessary misunderstandings in communication. Thus, it is crucial to enhance Chinese learners' acquisition of Internet buzzwords. This paper analyzes the classification of Internet buzzwords, and based on the research of Central Asian students' knowledge of Internet buzzwords, discusses the teaching strategies to effectively integrate Internet buzzwords into Chinese as a foreign language classrooms.

KEYWORDS

Internet buzzwords; Teaching Chinese as a foreign language; Central asian students

1 Overview of internet buzzwords

Internet buzzwords are languages formed by netizens in the process of Internet use, and thus have Internet characteristics. Within the academic field, the categorization of new vocabulary on the Internet shows a diversified trend due to the differences in judging standards and focus of attention^[1]. Based on the root of lexical generation, Liu Xiaoxiang (2013) systematically classified Internet neologisms into four major categories: phonetic derivation, lexical evolution, grammatical innovation, and social phenomenon mapping^[2]. This kind of categorization not only reveals the diversity of Internet neologisms, but also deeply reflects the close connection between language, society and culture. The division of these four major categories provides a powerful framework for understanding and analyzing online neologisms. Lin Lunlun (2008), Lu Wenli (2012) and Li Yvette (2014) categorized online neologisms by the way they are constructed, and there are eight main categories. Based on reviewing the literature, the author mainly summarizes the network buzzwords into the forms of current affairs category, emotional expression category, homophone-based buzzwords, abbreviation-based category, and loanword integration category.

1.1 Current affairs hot class Internet buzzwords

In the network environment, with the rise of major events or hot topics in the fields of society, politics, economy and culture in a specific period of time, they are created and widely disseminated by the majority of netizens, with distinctive characteristics of the times and highly generalized forms of language expression^[3].

1.2 Network buzzwords of emotional expression

It is a language phenomenon that is widely spread and used on network social platforms to express specific feelings, emotions or psychological states in a concise, vivid and creative language form. For example, "family people who understand ah", the "family people" in this sentence does not refer to real family members, but is a kind of network buzzword in the way of address, used to draw the distance with the audience, to create a kind of cordial, friendly atmosphere of communication.

1.3 Homophonic network buzzwords

On the social networking platform, netizens create new words, phrases or sentences with specific meanings or emotional colors by using homophones or homophones between words. These new words, phrases or sentences can often quickly become popular on the internet and become expressions that netizens are keen to use for a period of time.

1.4 Abbreviated network buzzwords

In the network context, language symbols with specific meaning and wide spread are formed by abbreviation. These abbreviations may come from English vocabulary, Chinese pinyin, Chinese character combinations and other forms, and their purpose is to simplify expression, improve communication efficiency or express specific emotional colors.

1.5 The network buzzwords of loan words fusion

On the social networking platform, netizens borrow, transliterate, paraphrase or mix foreign language vocabulary and Chinese vocabulary, which forms a language phenomenon with innovative and unique expression effect^[4]. These buzzwords often combine the characteristics of different languages, which not only retain some features of the original language, but also adapt to the expression habits of Chinese, forming a new language style.

2 Investigation results of international students' cognition of online buzzwords

In order to probe into the international students' understanding of online buzzwords, we carefully selected 70 Chinese learners as survey samples, all of whom are at an advanced level and are at a critical stage of vocabulary expansion. In the questionnaire, we specially selected popular online buzzwords that originated from daily life and frequently appeared in social interaction, in order to fully reflect the students' cognition of such words.

2.1 International students' cognition of online buzzwords

The five categories of Internet buzzwords mentioned above were selected for this research, aiming to comprehensively reveal the state of international students' knowledge of this cultural phenomenon in Central Asia. The results show that international students have a certain degree of knowledge about the current popularity of Internet buzzwords. It is particularly striking that the harmonized and topical Internet buzzwords have won the favor of the international student group because of their straightforward expressions and their close adherence to the topicality of current events. For example, the harmonic category of "Tai Ku La", which cleverly conveys the meaning of "too cool" in a humorous way, has a recognition rate of 51.43% among international students in Central Asia, while "special forces tourism", as a current affairs category, has a recognition rate of 51.43% among international students in Central Asia. "Special Forces Tourism", as a representative of current affairs buzzwords, has a recognition rate of 65.71%, highlighting their ability to keenly capture social dynamics.

However, the research also reveals certain cognitive limitations of the international student group, especially the obvious shortcomings in their understanding of abbreviated Internet buzzwords. Although these words are short and concise, they often contain rich online cultural connotations and specific contextual meanings, posing a great challenge to international students. For example, although international students can understand the independent meanings of the words in the acronym, they have difficulties in integrating their unique meanings in the online context, and even mistake them for professional terms, which to a certain extent prevents them from grasping the full range of online culture and experiencing it in depth.

2.2 International students' ways of understanding internet buzzwords and their usage

In the process of exploring how international students come into contact with and learn buzzwords, we found that the Internet has become an indispensable learning resource for them. In addition to reading newspapers and magazines, international students are increasingly accessing the latest language information and cultural developments through online platforms. This trend not only broadens their learning channels, but also promotes their in-depth understanding and integration into Chinese society and culture.

In practical application, Internet buzzwords have even become indispensable vocabulary for international students when chatting online. According to the research data, as many as 38% of international students frequently use new Internet words in chatting, a phenomenon that not only reflects their enthusiasm for and acceptance of Internet culture, but also their ability and confidence in using Chinese for social communication. It is noteworthy that international students with higher Chinese proficiency are more inclined to use Internet buzzwords in communication, which further confirms the positive correlation between language proficiency and cultural integration.

2.3 International students' attitudes toward supplementing the teaching of Internet buzzwords in Chinese language classes

When asked whether they agree with the idea of supplementing the teaching of Internet buzzwords in Chinese language classes, the Central Asian students showed a high degree of enthusiasm and support. More than 82.86% of the international students agreed that it could not only increase the interest and interactivity of the classes, but also help them adapt to the language environment and cultural background of China more quickly. For international students, Internet buzzwords are not only part of language learning, but also an important window to understand Chinese society and culture and integrate into local life. Therefore, they are very much looking forward to systematically learning and mastering these linguistic elements with contemporary characteristics in Chinese language classes.

To sum up, the cognitive situation of Central Asian students on Internet buzzwords is characterized by diversity and complexity. They show both keen insight and strong interest in emerging linguistic phenomena, as well as cognitive limitations and challenges in some aspects. In the future, with the continuous innovation and development of Chinese language teaching, we have reason to believe that international students will be able to master the unique linguistic and cultural phenomenon of Internet buzzwords more comprehensively, so as to better integrate into the social life and cultural environment of China.

3 Strategies for introducing cyberpopular words into Chinese as a foreign language (CFL) classrooms

Introducing cyberpopular words into the CFL classroom is a task that is both challenging and full of opportunities. The following strategies are designed to help Chinese language teachers effectively incorporate Internet buzzwords into their teaching:

3.1 Define the teaching objectives

The first is to enhance language proficiency. To help students understand and master a certain number of Internet buzzwords in order to expand their Chinese vocabulary and improve their oral expression and listening comprehension.

Second, to provide cultural experience. It enables students to gain a deeper understanding of contemporary Chinese society, culture, and the language habits of young people, and promotes cross-cultural communication, so that they can better adapt to and understand the cultural environment of Chinese society.

Third, to stimulate interest. It utilizes the interesting and contemporary nature of Internet buzzwords to stimulate students' interest in Chinese language learning.

3.2 Screening suitable Internet buzzwords

First, according to students' Chinese language level and learning needs, select Internet buzzwords that are suitable for their level as well as those that are used frequently, relatively stable and have been widely accepted. Avoid choosing new words that are too remote or may disappear at any time. Secondly, ensure that the content of the selected Internet buzzwords is healthy and positive, and avoid words that contain vulgar, discriminatory or undesirable information. Finally, prioritize those Internet buzzwords that reflect Chinese culture, social phenomena or have educational significance. Ensure that the selected vocabulary can reflect the social and cultural and linguistic characteristics of contemporary China and have teaching value.

3.3 Designing teaching activities

Guide students to pay attention to network hot events and cultural phenomena, and encourage students to learn new online buzzwords independently. Design a series of tasks, so that students can naturally acquire network buzzwords in the process of completing the tasks. For example, ask students to write a dialogue, write a short article or have a debate with online buzzwords. At the same time, we can also organize group discussions, role-playing and other activities to promote cooperation and exchanges between students and jointly improve the level of Chinese. For example, we can design a teaching scene with the theme of emotional breakdown. Teachers assign tasks for learners: In simulated cultural exchange activities, learners need to have a dialogue with cultural ambassadors from different countries to understand and introduce their respective cultures. In communication, learners need to use breaking the defense to express their deep touch or shock to a certain cultural characteristic. For example, when you learn about the unique tradition of a country, you can say, Hearing this tradition, I really broke the defense. It's so touching! By completing this task, learners not only practice the practical use of the target language, but also deepen their understanding and respect for different cultures. This aims to improve learners' communicative competence and cross-cultural awareness through specific tasks.

4 Conclusion

To sum up, the introduction of online buzzwords into teaching Chinese as a foreign language can not only enrich the teaching content and enhance the teaching interest, but also help foreign students better understand and integrate into China culture. Through scientific teaching strategies, we can make this new language phenomenon a bridge connecting Chinese and foreign cultures.

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