

Chinese Idioms and Their Application in Chinese Teaching to Vietnamese Students

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I. Introduction

For a long time, language has been seen as a system consisting of two different modules: vocabulary and grammar. Individual words are composed of smaller units such as morphemes, phonemes, and letters, and single words can be further combined into larger language units such as phrases, sentences, and formulaic language. Formulaic language refers to the combination of form and meaning that is formed in the minds of language users on the basis of long-term, extensive language contact and language experience. Its basic features at least include the following: first, formulaic language is a multi-word unit that is larger than a word but smaller than a sentence, generally consisting of two or more words; second, formulaic language has a certain degree of frequency, and the distribution of formulaic language is affected by factors such as frequency; third, formulaic language has a certain degree of predictability, the component words of formulaic language are not randomly combined, they are more closely related internally, and language users can relatively easily infer the latter word based on the former word; fourth, it is believed that the online generation of formulaic language is not subject to the influence of grammatical rules, formulaic language is pre-fabricated as a whole. Corpus linguistics research has found that there are a large number of recurrent formulaic language in both natural spoken and written language. Although the statistical data in different studies vary, it is clear that there are a large number of formulaic language in language use. As a language unit that is larger than a word but smaller than a sentence, formulaic language has special importance. Although the representation status of words in the mental lexicon has been relatively well confirmed, this does not mean that only words are the storage units of the mental lexicon. Is formulaic language also a possible unit in the mental lexicon? In other words, is formulaic language, like words, also stored and retrieved as a whole? Confirming the psychological reality of formulaic language means that human language processing is not limited to words, and that formulaic language also plays an important role in language processing. Therefore, it is a very worthwhile research topic to explore whether formulaic language is stored as a whole in the mental lexicon and whether it has an independent psychological representation. This paper will study the characteristics of Chinese idioms and their status in Chinese teaching, and put forward several reference suggestions for Chinese teaching to Vietnamese student

Keywords: *Formulaic language, Chinese Idioms, Chinese Language Teaching, Vietnamese students*

I. Classification of Chinese Idioms

Idioms are fixed phrases or sentences that have gradually formed over the long course of language development, are familiar to people, and generally cannot be arbitrarily changed in structure. They can only be used as a whole, and parts of them cannot be arbitrarily changed. They often cannot be analyzed according to general grammar rules. The contents of Chinese idioms include:

Idioms, for example, "狐假虎威" (to rely on the power of a tiger), "画蛇添足" (to add feet to a painted snake), "自相矛盾" (to contradict oneself), "一箭双雕" (to kill two birds with one stone), "有条不紊" (in good order)...

Phrase, for example, "开后门" (open backdoor), "跑龙套" (play a bit role), "泼冷水" (pour cold water), "碰钉子" (hit a nail), "开夜车" (work overnight)

A two-part allegorical saying, For example, "大海里捞针——无处寻" ("Looking for a needle in a haystack" means "impossible to find"), "快刀切豆腐——两面光" ("A sharp knife cuts tofu" means "smooth on both sides, 旗杆顶上绑鸡毛——好大的掸(胆)子" ("A chicken feather tied to the top of a flagpole" means "a lot of courage"), 窗户上吹喇叭——鸣(名)声在外 ("Whistling a horn on the window" means "one's fame is known to all").

Aphorism, for example, "万事开头难" (All things are difficult at first), "众人拾柴火焰高" (Many hands make light work), "饭后百步走, 活到九十九" (Take a walk after a meal, live to be 99), "路遥知马力, 日久见人心"

(The road is long and you know the horse's strength, the day is long and you see the heart of man), “留得青山在, 不怕没柴烧” (Leave the green mountains, do not be afraid of no firewood to burn)

Maxims, for example, “穷不失义, 富而不骄”(Be righteous even in poverty, and be humble even in wealth), “兼听则明, 偏信则暗” (Listen to both sides and you will be clear, listen to only one side and you will be in the dark), “满招损, 谦受益” (Pride invites harm, humility brings benefit”), “穷则独善其身, 达则兼善天下” (Cultivate yourself when you are in difficulty, and help others when you are successful), “夫和而后家道成” (Harmony between husband and wife leads to family prosperity) .¹

II. The Status of Idioms in Chinese Language Teaching

In general, Chinese learners will be exposed to more and more idioms as they progress from beginner to intermediate to advanced level. Idioms are more formal and are used more frequently, and most of them are closely related to Chinese history and culture. On the other hand, collocations, puns, and proverbs are more colloquial, and their expressive effects are reflected in their humor, vividness, and imagery. These are all the sources of stimulating students' learning interest.

Nowadays, idioms are increasingly tested in various Chinese proficiency exams. The Listening Comprehension section of the Chinese Proficiency Test (HSK) stipulates that "the examinee should be able to understand commonly used idioms, collocations, and puns in spoken language. The examinee should be able to correctly understand the meaning of incomplete or non-standard spoken sentences without mishearing." The Intermediate and Advanced Chinese Teaching Curriculum Standards (Vocabulary and Grammar) states in its writing instructions that "the curriculum has appropriately added various phrases, most of which are commonly used in daily life, such as: 定心丸 (tranquilizer), 绊脚石 (stumbling block), 露马脚 (give oneself away)." In the specific formulation of the curriculum, such as the Intermediate Teaching Grammar Outline, the Intermediate Chinese Grammar Course Outline, and the Listening Course Grammar Outline, collocations have also become a required section in the curriculum's "phrases." The Chinese Proficiency Standards and Grammar Proficiency Outlines also include idioms in the list of fixed phrases that must be mastered. Some idioms have also appeared in the HSK practice questions, such as 泼冷水 (pour cold water) and 马大哈 (careless). In our statistics on some textbooks, we found that idioms also account for a certain proportion of the new vocabulary involved in the texts. For the convenience of readers, we have attached a list of idioms in the outline at the end of the article.

Idiom teaching plays an important role in Chinese language teaching. It is one of the key factors in promoting Chinese vocabulary teaching. Because idioms have different cultural connotations and are the carriers of Han Chinese culture, the changes in the meanings of the constituent components of idioms and their unique structural forms have become difficulties for Chinese learners. At the same time, it is still an important way to spread Chinese culture and develop cross-cultural communication skills.

1. The learning of idioms can help to improve students' communication skills

The ability of students to understand and communicate effectively depends largely on their vocabulary size. In the process of second language acquisition, if students cannot timely and comprehensively master the vocabulary of the language, or cannot correctly understand the meaning of the words, their communication skills and writing skills will be restricted, leading to the production of "Chinglish" that violates Chinese expression habits and is not in line with Chinese language and culture.

Although idioms in idioms are more formal, it is also a common practice to use idioms in spoken language. If students can correctly understand and use idioms, it will help to enrich their Chinese expression skills and improve the effectiveness of Chinese expression. In addition, the colloquial nature of idioms, common expressions, puns, and proverbs is very strong. Correctly using them can help students improve their understanding ability, use idioms freely, and thus improve their Chinese communication skills. Here, we mean communication skills as the ability to communicate across cultures.²

Cross-cultural communication refers to communication between native and non-native languages, or any communication between people with different language and cultural backgrounds. Since it is the communication between people of different cultural backgrounds, cultural collision is bound to occur, and coupled with the particularity of idioms, even communication barriers may occur, leading to communication failure. Only by solving the problem of idioms can students communicate smoothly. Idioms contain Chinese culture such as history, customs, and national psychology. Not being familiar with Chinese culture will directly affect the effectiveness of learning Chinese. Therefore, students can use the learning of idioms to improve their communication skills.

¹ Wu Zhankun (2007). A general exposition on Chinese idioms. Baoding: Hebei University Press, P15.

² Liu Guanghe (1999). A brief talk on idioms. Changchun: Jilin Education Press, P33.

2. Increase students' interest in learning Chinese and deepen their understanding of Chinese culture

We often say that "interest is the best teacher." Although idioms are written in a formal style, they also contain many historical stories, anecdotes, and insights into local customs. These cultural factors will surely become a catalyst for stimulating students' interest in learning, making ordinary vocabulary learning more interesting. Idioms, proverbs, and chengyu are all living languages that are spoken. The teaching of idioms is also conducive to promoting Chinese vocabulary teaching. Language and culture are complementary to each other. By learning a language, one can subtly understand the national culture embedded in that language. As the times develop, culture will become more and more abundant, and abundant culture will promote the renewal of language.

By learning a language, one can understand the culture that the language carries, and by deepening one's understanding of culture, one can also promote the use of language. By learning Chinese, one will have a deeper understanding of Chinese idioms, and it will also promote the understanding of Chinese culture.³

The relationship between Chinese and Chinese culture is also similar. Students gradually acquire Chinese culture through Chinese language learning, and familiarity with Chinese culture makes students' Chinese language learning easier. The more idioms a Chinese language learner learns, the deeper their understanding of Chinese culture will be, and their ability to communicate in Chinese will also be higher. Idioms develop on the basis of ordinary vocabulary and are constantly enriched with the development of social culture. For example:

“三分人才，七分打扮” (Three-quarters of talent, seven-quarters of dressing up) and “人是衣裳，马是鞍” (Man is clothes, horse is saddle) (clothing culture);

“吃饭先喝汤，强如请药方” (Eat soup before meals, better than asking for a prescription) and “蒸咸煮淡” (Steamed salty, boiled light) (cuisine culture);

“六楼高一楼乱，二楼三楼最合算” (Six floors high, one floor messy, the second and third floors are the most cost-effective) (living culture);

“宁停三分钟，不抢一秒种” (Stop for three minutes, don't rob a second) and “宁可慢，不可站” (Better slow than standing) (travel culture);

“兵败如山倒” (The defeated soldiers are like mountains falling) and “背水一战” (A desperate battle) (military culture);

“生命在于运动” (Life lies in exercise) and “手舞足蹈，长寿防老” (Dancing and dancing, longevity and prevention of aging) (sports culture);

“贵宾进门三杯茶” (Three cups of tea for distinguished guests) and “早茶一盅，一日威风” (A cup of morning tea, a day of swagger) (tea culture);

“酒后吐真言” (After drinking, you speak the truth) and “无酒情不厚，无酒礼不真” (No wine, no thick feelings, no wine, no true etiquette) (alcohol culture);

As Zhang Gongjin (1998) said: "In the study of the relationship between language and culture, we regard language as a component of culture. Through language research, we can obtain a lot of cultural information. This is due to the fact that the part contains the information of the whole. This is the self-similarity of language and culture."

From this sentence, it can also be seen that idioms, as a part of vocabulary, carry culture. Idiom teaching is also the teaching of culture. Language and culture are closely related. The acquisition of language is an important way to deepen cultural understanding. Therefore, we should use idioms as a starting point in Chinese language teaching to maximize students' learning interest, and use idiom teaching as a powerful tool to spread Chinese culture. This is a valuable attempt for future Chinese language teaching.

Chinese culture is vast and profound. Many idioms express Chinese culture and contain a great deal of wisdom and content. Especially in traditional Chinese culture, idioms can be well embodied. It is a good choice to let students understand the profoundness of traditional culture through teaching. When teachers are teaching, they should actively analyze the use of idioms so that students can understand the connotation and meaning of idioms.

Society is constantly updating with the times, but the precious cultural heritage contained in idioms is like antiques. Although it is not the most fashionable, it is the most valuable. In the process of teaching, teachers should focus on students mastering the cultural connotation of idioms, so that they can improve their literary accomplishment on the basis of learning. In daily life, we should also inherit this long-standing cultural heritage. In today's increasingly close international exchanges, let the world appreciate the unique charm of the Chinese language and the profoundness of Chinese traditional culture.

³ Liu Guanghe (1999). A brief talk on idioms. Changchun: Jilin Education Press, P38.

III. Advice on Teaching and Learning Chinese Idioms

Accurate understanding is the prerequisite and basis for correct usage. For some idioms without rare characters, we may not understand their meaning. If we misunderstand one of the characters in an idiom, it will affect our understanding of the entire idiom. Therefore, we need to learn to use the method of "analyzing the constituent components, deciphering the meaning of key words, and then synthesizing understanding" to accurately grasp the meaning of common idioms.

First, we need to understand the idiom as a whole, and not arbitrarily divide it into parts. If we divide it into parts or use it, we will make the mistake of interpreting the text out of context.

Second, we need to interpret the past in the past and understand the present from the past. We cannot disregard history and interpret the present from the past.

Third, we need to pay attention to the object and scope, and understand the idiom in the context.

Fourth, we need to carefully ponder the idioms that differ by one character, and not generalize. For example, "不孚众望" and "不负众望" differ by one character, but their meanings are completely different.

Fifth, we need to fully grasp the multiple meanings of some idioms.

1. Layered Interpretation Teaching Strategy

In Chinese teaching, we should pay attention to the dual meaning of idioms. We should adopt a layered interpretation teaching strategy, first explaining the literal meaning of idioms to students through examples, and then giving students inspiration and guidance to reveal the deep meaning of idioms, that is, the metaphorical meaning. Let students gradually transition, thus deepening students' understanding of the meaning of idioms.

For example, the literal meaning of "半边天" is "half of the sky". It is not an idiom. However, in the phrase "妇女能顶半边天", "半边天" has a figurative meaning. It refers to the strength of women in the new society being equal to that of men, and that they can hold up half of the sky. Therefore, in this context, "半边天" refers to women and is an idiom. Similarly, the literal meaning of "铁饭碗" is "an iron rice bowl". It is not an idiom. However, its figurative meaning refers to a very stable job. Therefore, "铁饭碗" is an idiom.

As can be seen from the examples, the meaning of idioms is derived from its own literal meaning, which is the deep metaphorical meaning. This phenomenon is common in idioms. Therefore, we should adopt a layered interpretation teaching strategy in the process of Chinese teaching, gradually explain the meaning of idioms, and achieve a learning effect that is layered and easy to understand.

Since the explanations in the reference books may not be fully understood by students, teachers should use simple and easy-to-understand language to accurately explain the meaning of idioms, helping students analyze the dual nature of idioms so that students can better understand the figurative meaning of idioms.

In addition, there are many idiom stories and historical allusions in Chinese, such as "守株待兔" (Waiting for the rabbit by the stump) and "掩耳盗铃" (Stealing the bell to cover the ears). These idioms have extremely high cultural value. In learning, teachers can tell students these stories with great emotion, so that students can learn the literal meaning and metaphorical meaning of idioms through stories, so as to achieve twice the result with half the effort. This can help students better master the idiom and also learn more about Chinese culture.

2. Semantic Comparison as a Teaching Strategy

In the teaching of Chinese idioms, comparison is a commonly used method. Chinese idioms are not isolated, and many languages in the world have idioms. Idioms have the characteristics of combining structural stability and flexibility, and there are also heteronymous idioms with different structures but the same meaning. Therefore, the comparison method is a commonly used teaching strategy in semantic comparison. Idiom comparison mainly includes three categories:

Comparison of similar idioms. Similar idioms refer to idioms that have common morphemes, although the meanings are different but the directions are the same. For example, "吃白食" (eat white rice), "吃独食" (eat alone), "吃闲饭" (eat idle rice), "吃官饭" (eat official rice), and "吃软饭" (eat soft rice).

Comparison of idiom meanings. This type of idiom is divided into two cases. The first type indicates that the meaning of the idiom is opposite, such as "碰硬钉子" (hit hard nails) and "碰软钉子" (hit soft nails). Both mean that things are not going well, but the former is rejected, but it is rejected very cleanly; the latter is rejected indirectly. The second type indicates that the meaning of the idiom is the same, such as "风马牛不相及" (wind and cattle are not related) and "八竿子打不着" (eight poles are not related). Both mean that things are completely unrelated.

Comparison of cross-cultural idioms. There are many languages in the world, which means that there are many different idioms. In the teaching of idioms, we must pay special attention to the comparison of idioms under different cultural backgrounds. We must teach idioms according to the cultural background of different languages, and avoid misunderstandings caused by direct translation.

In the process of teaching idioms to Vietnamese students, teachers can use the teaching strategy of semantic comparison to help students understand the semantics of Chinese on the basis of Vietnamese culture. It is also easier for students to distinguish the differences and connections between different idioms, which can help students better master idioms.

3. Teaching strategies for cultural infiltration

Chinese idioms are closely linked to Chinese historical stories and literary works, and are closely related to Chinese culture. They are a laboratory for cultural teaching. Idioms like “碰一鼻子灰” (bump into a brick wall), “随大流” (go with the flow), and “拖后腿” (drag one's feet) are difficult for students to understand their true emotional color and usage if teachers do not explain their intrinsic meaning and usage context clearly.

Mr. Liu Xun once gave an example in class: when a Chinese teacher mentioned the idiom “拍马屁” (flattery), he only said that the meaning of the idiom was to flatter and please others, without giving examples in the context, nor did he clearly explain the usage situation and objects of “拍马屁” (flattery), resulting in a joke. In the next class, when the teacher praised a student for their good Chinese pronunciation, the student fluently said, "Teacher, you are flattering me." The teacher was very embarrassed when he listened. This example tells us that when teaching idioms, it is necessary to teach students the meaning of idioms, the objects and occasions they are used, and the cultural connotations they contain, rather than just one aspect.

Mr. Zhao Jinming once said, "Cultural teaching content, which is indispensable for second language and foreign language teaching, refers to the teaching of cultural factors that should not and cannot be separated from language teaching itself. The so-called cultural factors are those that are closely related to the understanding and expression of the target language. They are mainly the specific cultural connotations reflected in the structural system and expression system of the target language, which reflect the value concepts, right and wrong orientations, food, clothing, housing, customs, aesthetic tastes, moral norms, lifestyles, and ways of thinking of the nation."⁴Therefore, in the teaching of Chinese idioms, it is important to pay attention to the infiltration of cultural knowledge. We should not be afraid to supplement cultural courses. Only by understanding the culture can we better master this language. Culture can bring potential learning effects. For example, when teaching the idiom "草木皆兵" (grass and trees are soldiers), students may not be able to understand it smoothly simply by explaining its meaning. We can first give students a brief introduction to the history of the idiom, namely that the king of the Former Qin Dynasty, after being defeated in battle, climbed the city wall and saw the enemy lined up in formation. He also saw that the grass and trees on the opposite mountain looked very much like human figures, so he was very scared. Then, we can tell students that the idiom "草木皆兵" means to describe being very scared and having doubts. Teaching the anecdotes related to the idiom can arouse students' interest and help them correctly understand the intrinsic meaning of the idiom.

4. Teaching Strategies with Multimedia

Traditional teaching tools are basically limited to chalkboards and chalk, which are relatively monotonous and not conducive to attracting students' interest. With the advent of the information age, multimedia has become the most important tool for auxiliary teaching, providing a higher and larger platform for teaching and infinitely expanding the space for teachers to play. For example, vivid pictures downloaded from the Internet, PPT Chinese teaching courseware, electronic dictionaries with multilingual explanations, news recordings, etc. With the help of these multimedia teaching tools, try to involve teaching topics related to idioms, and make multimedia teaching courseware for Chinese myths, legends, historical stories, etc. If conditions permit, simple animation effects can also be made. In addition, Chinese game software can be developed to promote idiom teaching, and idiom learning can be integrated into the game. These modern devices are very helpful for students to learn idioms, and will greatly improve their confidence and interest in learning idioms.

5. Teaching strategies for cultivating associative thinking

Psychologist Cecil once conducted an experiment in which he asked children to practice vocabulary and then tested their ability to recall the content. The results showed that the degree of children's recall was positively correlated with their understanding of the content, meaning that the more children understood the meaning of a word, the more they could recall. In psychology, there is a cognitive activity called spreading activation, which means that when the cognitive subject focuses on one aspect of a perceived object, other

⁴ Zhao Jinming (2014). Cross-cultural Thinking in International Chinese Language Education. Language Teaching and Research (6).

aspects of the object will also be activated. Therefore, we should fully utilize the teaching strategy of associative thinking in idiom teaching.

When teachers teach idioms, they do not have to be limited to teaching a single idiom in isolation. They can guide students to think and imagine boldly according to the teaching of the course, and thus transition from one idiom to the learning of other idioms. For example, when a teacher is teaching the word "hat", they can associate it with the learning of idioms such as “扣帽子” (put a hat on someone) and “戴高帽” (wear a high hat). They can fully utilize the combination and aggregation relationship of words.

Sometimes, the teaching of idioms does not necessarily have to be learned in the context of the text. It can also be taught as a separate knowledge point, completely independent of the text.

This approach has already been reflected in some textbooks, such as the "Happy Chinese" column in Yang Jizhou's Chinese Course for Intermediate Learners, which lists idioms with the same character component for students to learn. For example, the author introduces idioms such as "打小算盘" (to make small calculations), "打退堂鼓" (to back out), and "打肿脸充胖子" (to put on a brave face). Another example is the "Reading Practice" section in Yang Jizhou's Chinese Course (Third Volume, Part One), which introduces idioms beginning with the character "一" (one), such as "一见钟情" (love at first sight), "一日三秋" (to feel as if a long time has passed in a short time), "一见如故" (to feel as if you have known someone for a long time), "一心一意" (to be wholeheartedly devoted to), "一往无前" (to press on regardless of obstacles), and "一张一弛" (to alternate periods of rest and exertion).

This type of arrangement can make textbooks more diverse and lively. More importantly, it can not only attract students' attention and help them learn a type of idiom more systematically, but it can also allow them to learn more about Chinese language and culture through this small window. This approach can be used to promote teaching for idioms, set phrases, tongue twisters, and proverbs. For example, for the character "开" (to open), teachers can also cite idioms such as "开夜车" (to work through the night), "开倒车" (to reverse course), and "开绿灯" (to give the green light). The character "无" (none) can lead to idioms such as "无边无际" (endless), "无地自容" (to be ashamed to show one's face), "无毒不丈夫" (a man of courage is not afraid of poison), and "无风不起浪" (there is no wind without waves). The character "一" can be extended to idioms such as "一把钥匙开一把锁" (one key can open one lock), "一五一十" (to be accurate and complete), "一干二净" (to be clean and tidy), and "一视同仁" (to treat everyone equally).

This teaching method is suitable for teaching idioms of the same type. Therefore, we can adopt a teaching approach based on associative thinking in teaching idioms of the same type. After students are exposed to idioms with the same character component, teachers can classify them and guide students to learn them by category, so that they can grasp the overall meaning of the idioms in the form of word groups.

6. Error Prediction Teaching Strategies

Error prediction teaching strategies refer to teachers' summary of students' common misunderstandings of idioms in Chinese teaching based on their years of teaching experience. In order to prevent such misunderstandings, teachers should explain the common errors of idioms in advance to students, allowing students to analyze and compare them, so as to deepen their understanding and master the semantics of idioms more skillfully and deeply.

For example, when teaching the idiom "一分价钱一分货" (literally, "a penny a pound"), the teacher can give the following example: "Meili bought a sweater yesterday, which is very well-made and looks beautiful. She paid 200 yuan for it, and it's truly worth the money." The teacher can use this sentence to help students compare and analyze the relationship between price and goods. After discussing, students can then explain the difference between the two. This will reduce the error rate of students in daily life and greatly deepen their cognitive distinction of similar semantics.

In view of the actual effect of this strategy, teachers should consciously use error prediction teaching strategies in Chinese teaching to help students improve their sensitivity to this type of semantics. When such words or phrases appear again, students can carefully consider and find the rules, so as to avoid similar mistakes. This will also help them to improve their understanding in future Chinese learning and be helpful for the learning of idioms.

7. The Teaching Strategy of Shuowen Jiezi

The teaching strategy of Shuowen Jiezi is mainly suitable for the teaching of idioms in idiom teaching. Idioms have the characteristic of complete meaning, and their meaning is not the simple addition of literal meanings. Therefore, we cannot understand idioms by reading them literally, and we cannot generalize from the specific to the general. However, this does not mean that we can ignore the literal meaning in teaching.

Most Chinese idioms are composed of monosyllabic morphemes, such as "见异思迁" (to be easily swayed by new ideas or interests), "如饥似渴" (to be eager to learn or acquire something), "理直气壮" (to be justified and confident in one's actions or beliefs). As we can see from these idioms, the characters that make up the idioms are basically one character one meaning. This provides a certain convenience for teachers' teaching. When explaining idioms, we can start with the explanation of the meaning of the characters, which also helps students understand the idioms.

Even so, the meaning of the idiom cannot be simply added up by the literal meaning, but is derived and inferred on the basis of the literal meaning. The relationship between them is very subtle. In the languages of all ethnic groups, it is not uncommon to use such a derivation method to make words, and students also accept it relatively quickly. Therefore, explaining the literal meaning of idioms from "Shuowen Jiezi" has also become a small trick in idiom teaching. For example, only by explaining that "喻" and "晓" both mean "understand" in "家喻户晓", students basically understand that the meaning of this idiom is "every household understands", which is inferred as "everyone knows".

The "Shuowen Jiezi" method is not just about explaining the characters one by one, but explaining the characters in conjunction with the "word formation method". The grammatical relations between the components are different, and the "word formation" methods used are also different. The main ones are: compound, subject-predicate, object-complement, adjectival complement, complement, compound verb, and coordinate compound. Therefore, Chinese teachers can use the analysis of the word formation of compound words as a guide to introduce idiom teaching from easy to difficult. Although the types of vocabulary are different, the learning strategies can be used universally. Students can borrow the learning strategies of compound words to help learn idioms.

II. Conclusion

Language output is the process of combining ready-made vocabulary units that are appropriate for a particular context. Chunk teaching focuses on teaching chunks that have a certain degree of generativity, enabling learners to become familiar with and master a large number of chunks. In use, learners can process and combine chunks to form appropriate expressions that fit the context, thus achieving the goal of communication. Chunk teaching can change the way students learn Chinese vocabulary, which is currently limited to memorizing individual words and lacks context in grammar teaching. Chunk teaching can also be very effective in helping students learn how to distinguish between near-synonyms and master special Chinese sentence patterns, which are often difficult for students.

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