

Research on Foreign Language Literature and Teaching Management

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Keywords: Foreign Language Teaching; Literature Teaching; Textbooks

Abstract: There have always been different opinions on whether foreign language teaching should include the teaching of literary works. This paper sums up and differentiates various representative viewpoints, reviews the experience and lessons of dealing with literary works in foreign language teaching of affairs in different periods, and analyses the problems existing in the use of literary works in several popular foreign language teaching materials of affairs at middle and senior levels. It is believed that as long as we can effectively deal with the Chinese language. It is not only necessary but also possible to teach literature in foreign language teaching. Through the comparative analysis of relatively mature English textbooks, this paper puts forward some ideas and opinions on how to solve the related problems in foreign language teaching.

1. Introduction

Nowadays, globalization is a major trend of world development, and it has become the basic feature of the present era[1]. The integrity and sociality of international relations have also been strengthened. Traditional power is more and more restricted in an interdependent and globalized world, which makes soft power more and more important[2]. According to Joseph Nye, "Soft power affects the ability of other countries by persuasion and charm rather than by threat or military force." Soft power mainly includes cultural influence, diplomatic cooperation, economic mutual benefit and attraction to other countries in terms of development model and ideology. Chinese culture, as the representative of China's soft power, exudes infinite vitality. For other nationalities, the long-standing Chinese culture has great attraction. In recent years, the "Chinese fever" in many countries is the externalization of the culture's worship psychology. Under such a new situation, foreign language teaching is facing opportunities and challenges[3]. How to do a good job in foreign language teaching and systematically promote Chinese culture to the international community has become an urgent task at present. The soul is the most touching thing. Literature, as a human science, can best embody the soul. Moreover, Chinese literature deeply and vividly embodies the basic spirit of Chinese culture. Therefore, Chinese literature has become an important aspect of Chinese cultural communication.

2. Foreign Language Studies

The definitions of literature at home and abroad are rich and varied, usually in broad and narrow sense[4]. Generally speaking, literature in the broad sense refers to all oral or written language acts and works, including the so-called literature, politics, philosophy, history, religion and other general cultural forms today; literature in the narrow sense is separated from literature in the broad sense, especially the literature in use today, which contains the comprehensive causes of emotion, fiction and imagination. Su's linguistic and artistic acts and works, such as poetry, fiction, prose, etc. Literature in this article refers to Literature in a narrow sense[5]. It uses language as a tool to vividly reflect the objective reality, is an important manifestation of culture, and expresses emotions or reproduces social life in a certain region in various forms such as poetry, fiction, prose, script and so on. Whether literary works should be an integral part of foreign language textbooks or how much they should account for has been a controversial issue in academic circles[6]. Opposing the inclusion of literary works in foreign language textbooks, the author mainly takes language skills acquisition as a disciplinary standpoint, and holds that literary works are of little help to language

skills training. Some scholars believe that after the beginning of the intermediate stage, we still have to pay full attention to the hierarchy of language teaching, and the teaching content of relevant courses still needs to be designed and compiled accordingly[7].

In recent years, the compilation and publication of literary textbooks in the advanced stage of foreign language teaching have developed rapidly, and now they have reached more than 20 sets. However, compared with the basic Chinese textbooks, the textbooks used as the main courses or basic courses (i.e. comprehensive courses or intensive reading courses) need to be further expanded and improved in quantity and quality[8]. Although many newly compiled textbooks are devoted to exploring the rules of language acquisition, improving the “standardization” of textbooks in the design of text explanations and exercises, and striving to be clear and concise, it also reflects the “disadvantage” of teaching objects[9]. Huang Guoying believes that international students also have advantages that native speakers do not have, so their curricula and textbooks should not only be a simple version of Chinese students. However, judging from the newly compiled textbooks of Peking University and Tsinghua University, the expected goal of giving full play to the advantages of foreign students has not been achieved[10].

3. Research on Foreign Language, Literature and Teaching Management

3.1. Desalinating classics and emphasizing practicality

Many classical works are very difficult at both linguistic and cultural levels, and the teaching effect of such texts is generally unsatisfactory. Some people try to reduce the language difficulty by abbreviating or rewriting, but at the same time, it also reduces the readability of the works. The author holds that classics should be diluted in the compilation of literary works in foreign language textbooks for business purposes. Works with complex social background and linguistic forms, even if quite classical, should not be selected as Chinese textbooks for the main purpose of language training.

The teaching objective of Chinese comprehensive textbooks is to cultivate students' language communicative competence. The selected works should also be helpful to cultivate students' listening, speaking, reading and writing skills. Therefore, when compiling literary works in Chinese textbooks, they should be practical. For example, Liu Zhicheng's “Memory of Red Fox” is not a classic work at present, but its words are full of sincere feelings and vivid images. For foreign students, the practicability of this article is much stronger than that of “Medicine”.

3.2. Mainly contemporary, appropriate genre

Chinese textbooks should focus on the contemporary era, because students should learn the contemporary language and experience the life of contemporary people. We can't let foreign students' understanding of China stay at the beginning of reform and opening-up or the old Shanghai in the 1930s and 1940s. If so, they will be confused. Why is the situation described in the book so different from that in reality? What they need to know urgently is Contemporary China. Our Chinese textbooks are a good platform to show contemporary China.

Among the literary works of various genres in Chinese textbooks, the distribution of genres is extremely unbalanced, and prose shows an overwhelming trend, especially in recent years, textbooks such as *Boya Chinese* and *Road to Success*, which we have done before. Therefore, based on the comprehensive consideration of teaching and learning, we believe that all four literary genres should be involved. Of course, we do not mean that each genre should be equal in quantity. Their role in teaching is also different in size, so they should be emphasized in the compilation of literary works.

3.3. Dilute politics and pay attention to humanism

The purpose of school education in China is to train socialist builders and successors, reflecting that ideological quality has become a very important aspect in Chinese teaching, and Chinese textbooks have undertaken an important task of ideological education throughout the ages. When

choosing literary works in Chinese textbooks, we not only pay attention to the artistry, historicity and aesthetics of the works, but also pay special attention to the ideological and educational nature, which plays the role of cultural inheritance and political morality education. At present, people realize that Chinese textbooks should not only focus on Ideological education, but also on the cultivation of students' language ability. However, there are obvious traces of ideological content in textbooks. The selection criteria of such literary works have somewhat influenced the choice of works in foreign language textbooks. For example, in the Basic Chinese Textbook of the 1960s, there are many Leaders' articles or articles with strong cultural color. With the development of the subject of foreign language teaching, the textbooks are becoming more and more scientific and humanized. We should realize that the curriculum objective of foreign language teaching is no longer ideological and moral education and patriotism education. On the contrary, we should try our best to avoid the content of this aspect, so as to dilute politics and pay attention to humanism.

3.4. Renewal of writing thoughts

On the basis of concise, clear and accurate expression, the latest changes in domestic academic circles are reflected in the textbooks in time. For example, in the compilation of textbooks for Chinese majors, the established compilation framework should be broken to a certain extent. For example, the textbooks of literary history can introduce some changes in historical concepts of Chinese society and literary circles, such as the adjustment of "classics" caused by "rewriting literary history", or "classical changes" in combination with other countries. Mutual confirmation, or innovation in compiling styles, such as compiling different bibliographies under different "literary classics" horizons; or referring to "cultural reading method" proposed by Wang Yongyang and Hailei: "Organizing literary texts with cultural themes, putting Qu Yuan, Li Bai, Lu Xun, Fan Jin and Kong Yiji into Chinese literature" In Hodge & Louie (1998), students can understand the cultural psychology, outlook on life and values related to Chinese intellectuals.

3.5. Cultural differences, contrastive reading

In the context of globalization, Chinese literature should systematically introduce the perspective of others in a way that readers can understand and accept, and build a platform for cultural exchanges among countries. The same is true in foreign language literature textbooks. The recipient is the student who is the main body of teaching. Because of the cultural differences of different nationalities, our literature teaching is only effective on the basis of students' understanding and acceptance. Therefore, we should cultivate students' intercultural communication ability, which determines that we are compiling literary works. It should include not only classical works, but also popular literary works and native language literary works of foreign students. These works can be read comparatively, so that students can have a deeper understanding of the characteristics of Chinese and domestic literary works and the values reflected.

For example: about the content of love, there are great differences between China and the West. How many of our excellent love poems describe happiness? They either miss each other, or grieve, or sadness, writing sorrow far more than happy, and more through euphemism to express. Western poetry is more direct and bold expression of love, praise for women is not hidden, which is closely related to the differences between Chinese and Western values, social and historical development. Take mourning poems as an example, Western mourning poems are often full of romantic color, the sadness of death is not obvious, which is related to their religious beliefs, while the Chinese think that death is the end of life, so the poems are also full of sad mourning for the loss of my love forever.

3.6. Teaching management

According to the laws and characteristics of teaching, plan the teaching work. Organization. Monitoring management activities. So teaching management, first of all, is a kind of management activity. Have the basic elements of management. Secondly, school management is not only for the realization of educational goals and management objectives, but also for the realization of personnel training, the whole process of teaching management, as detailed in Figure 1.

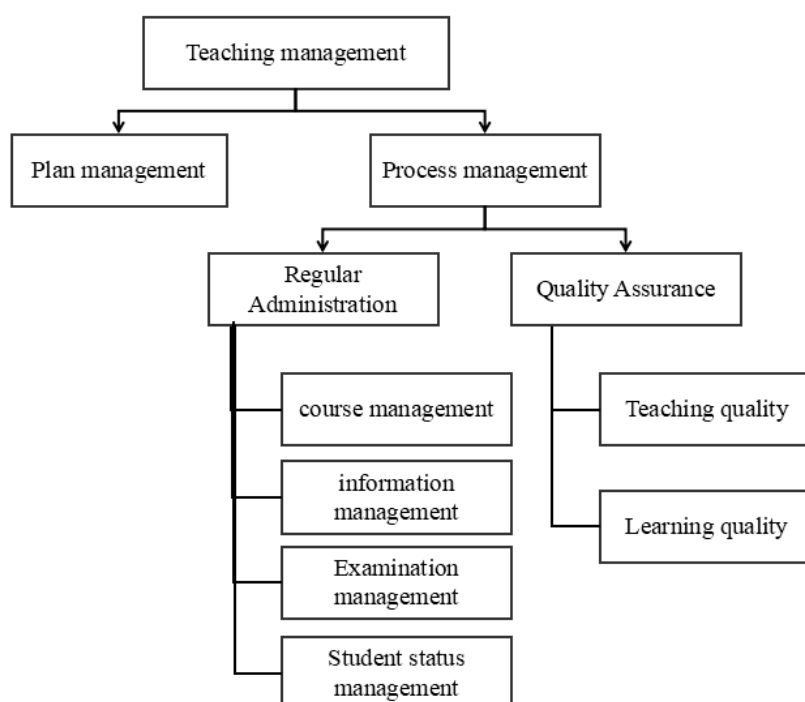


Fig.1. Whole Course Management of Teaching

Teachers working in foreign languages must prepare lessons carefully and regularly according to the requirements of the school, highlight key points, break through difficulties, carefully design teaching methods, guide learning methods, design teaching methods, design homework, arrange homework reasonably, correct homework according to requirements, timely reflect and constantly improve their teaching skills. We should further standardize the assessment criteria for foreign language majors, strive to innovate on the basis of absorbing the management experience of other cooperative universities, intensify supervision and inspection, and strictly assess and evaluate, so as to gradually improve the overall quality of foreign language teachers.

We should strengthen the pertinence, effectiveness and scientificity of foreign language teaching and research, and improve teachers' teaching design ability and teaching research ability. For example, every Monday and Tuesday afternoon, the head of the Foreign Language Professional Group organizes foreign language teachers to teach and research. Each lesson preparation group carries out multiple teaching and research in the form of place, time, content, central spokesperson and rap. This paper studies the teaching contents, prediction problems, teaching plan design, preparation of exercises, knowledge points and Chinese news information of this week's foreign language major. The spokesperson of the center is for the administrative leaders, instructors or part-time teachers and researchers of foreign language majors. Foreign language teachers should take the initiative to consult experienced foreign language teachers and continue to explore teaching and research. Through teaching and research, each preparation group can write out the main points, teaching methods, problems, reflection and plans of teaching design. The Educational Administration Department should also strengthen supervision and inspection of the teaching and research situation of foreign language majors, collect timely teaching and research materials on foreign language teaching in all relevant matters, and conduct regular teaching and research evaluation once a month.

4. Conclusion

Generally speaking, the aim of improving the quality of compiling middle and advanced literary textbooks is to enrich the level of literary textbooks to the greatest extent. The so-called "cultural reading method" is essentially a hierarchical structure. The interpretation of the same text can be seen from different perspectives and mutually, thus avoiding the "clean book" statement. Tang helps

to change students'rigid understanding of Chinese society and Chinese literature. When compiling literary works, classical works of popular literature should also be involved.

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