

Research and analysis on the teaching of ambiguous sentences in Chinese as a second language learner

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Abstract. Ambiguous sentences as a difficult point in the teaching of Chinese as a foreign language have always affected the two-language acquisition of two-language learners, this paper analyzes based on the bias in the process of two-language acquisition, uses observation method and causal analysis method to analyze the causes of ambiguous sentences as research points, and finds that the classification of traditional ambiguous sentences is mostly carried out at three levels, but the ambiguity of two-language learners in addition to three planes also includes the difference between pronunciation and vocabulary and puts forward the following suggestions from the perspective of Chinese international education: pay attention to the choice of words 3. Pay attention to word order teaching, appropriate use of punctuation, appropriate change of sentence pattern. I hope to contribute to the development of ambiguous sentence teaching in Chinese international education.

1 Introduction

In the process of learning Chinese as a second language, students have more problems with their understanding of ambiguous sentences. Inability to accurately distinguish the meaning of sentences, so that the difficulty of using sentences increases, coupled with the Chinese grammar has the characteristics of heavy virtual words and meanings, but also deepens the difficulty of Chinese learning, often causing difficulties in understanding, the next article will be from the characteristics of ambiguous sentences to deeply analyze the ambiguous sentences, and strive to have some enlightenment for the teaching of ambiguous sentences.

2 Ambiguous sentence definition and its characteristics

2.1 Ambiguous sentence definition

An ambiguous sentence refers to a sentence that produces two or more meanings, ^[1] and the sentence itself is a sentence with some loopholes in the grammar, which is prone to ambiguity. Because the meaning of the sentence is not clear, the listener will feel that the speaker's meaning is heavy, resulting in unclear expression, which will affect communication.

2.2 Ambiguous sentence characteristics

The generation of ambiguous sentences is mainly in the two aspects of words and sentences, and the main aspect of words is that words can have multiple understandings,

and there is uncertainty in the part of speech, which leads to the emergence of ambiguity. Multiple understanding is also a major feature of ambiguous sentences, the performance of ambiguous sentences

3 A brief analysis of the causes of ambiguous sentences

According to the three-level theory, the causes of ambiguous sentences can be divided into three parts: the syntactic part, the semantic part, and the pragmatic part of the use of language often involve more factors, ^[2] such as the communicative environment and the background and culture of communication. Therefore, this article does not cover the pragmatic level for the time being. However, in the process of teaching Chinese as a second language, pronunciation is also one of the reasons for ambiguity, and this article will make a separate analysis and argument

3.1 Syntactic level

According to the three-level theory, the causes of ambiguous sentences can be divided into three parts: syntactic part, semantic part, pragmatic part [], and the use of language often involves many factors, such as the communicative environment, the background and culture of communication. Therefore, this article does not cover the pragmatic aspect for the time being. However, in the teaching process of Chinese as a second language, pronunciation is also one of the causes of ambiguity, and this article will analyze and demonstrate it separately.

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3.1.1 Ambiguity arises from different structural relationships

- (1) Your boss must go to work (co-position/fixed)
- (2) It is difficult to operate this work (moving guest/peer)
- (3) Cold Teacher (Moving Guest/Ding Zhong)
- (4) Five/TCM students
Five TCM/students
- (5) Farmers can pay social security before Monday
Farmers can pay social security before Monday
- (6) Delivery of Japanese / sushi
Give/Japanese sushi
- (7) My bike doesn't have a lock (lock is a noun or a verb)

From the examples given above, it can be seen that the emergence of ambiguity occurs in the structural hierarchy, structural relations and the combination of words, and the first three examples are ambiguities caused by different structural relationships, and it is understood that if there is no distinction, then ambiguity will appear quickly. The fourth and fifth examples of such sentences generally consist of more than three words, with different levels of structure, but the structural relationships are the same. The sixth example is that structural relations and structural hierarchies are not the same, and the last example is ambiguity due to the conjunctive class of words. From the above, four types of common ambiguous sentences arising from syntactic ambiguity can be roughly summarized: 1: concurrent, 2: ambiguity caused by different structural levels, 3: ambiguity caused by different structural relationships, and 4: different structural relations and structural levels lead to ambiguity. 3.2 Semantic level.

3.1.2 Semantic relationship pointing leads to ambiguity

- (8): The pigs do not eat
- (9): Yang fed the meal

The cause of ambiguity in these two example sentences is mainly due to the unclear direction of the act and the subject, and the pig can do it or accept it.

3.1.3 Ambiguity due to unclear semantic pointing

- (10) Wang saw Li on the court
 - (11) The people forced by the old society to be fierce
- Modifier components often create ambiguities in the use of sentences. The main reason is that in Chinese, the collocation of words is diverse, and it is easy to produce unclear semantic directions on collocation, such as whether the idiom component in Example (10) "on the court" refers to Xiao Wang on the playground or Xiao Li on the court. As a modifier added later, the complement will also be ambiguous in the modifier of the sentence because the point is unclear. For example, the "very fierce" in Example (11) specifically refers to whether the old society was very fierce to force the people or to mean that the people were very fierce. Very fierce as a complement to affect the meaning of the sentence ex-

pression and thus create ambiguity.

3.2 Speech ambiguity

3.2.1 Homo cause ambiguity

- (12) Have you recently taken the "qizhong" exam? (Midterm/Final)

These are examples of sentence ambiguities caused by typical speech. This type of ambiguity often arises early in the learning of second language learners.

Modifiers often create ambiguity in the use of sentences. The main reason is that in Chinese, there are various ways to collocate words, and it is easy to produce unclear semantic points on collocation, such as the adverbial component "on the court" in example (10) whether it refers to Xiao Wang on the playground or Xiao Li on the court. Complements, as postimposed modifiers, will also cause ambiguity in the modification of sentences because of unclear directions. For example, "very fierce" in example (11) specifically refers to the old society very fierce to force the people, or to mean that the people are very fierce. It is fierce as a complement that affects the meaning of the sentence and thus creates ambiguity.

4 Workaround

4.1 Pay attention to the choice of words

Words are often an important reason for the multiple semantics of ambiguous sentences, and the interpretation of words will make a difference in the expression of meaning. Accurate use of words can be a good way to disambiguate. You can use the word changer to change the ambiguous word, such as "students of three TCM hospitals" to "students of three TCM hospitals". In addition, we can also add words, and clarify the semantic direction by adding words in sentences with unclear semantics. For example, his family has a son who teaches at xx university. The reference to this sentence is not clear, whether he is teaching or his son is teaching, which creates ambiguity, so it is necessary to add him or his son "in front of teaching at the university" so that the ambiguity can be eliminated and the sentence perfected.

4.2 Pay attention to word order teaching

Sentence ambiguity produces more than two kinds of sentence meaning, and there is often a phenomenon of unclear meaning, so we can use the way of adjusting the word order to eliminate the ambiguity and reorganize the word order. For example, "We will discuss tomorrow" can be adjusted to "Our company will discuss tomorrow" or we will discuss in the company tomorrow. "Dewey and Wang Qiang from the United States are taking a group photo" This sentence has two meanings, I don't know whether both are from the United States or one person is from the United States, we can change it to "Wang Qiang and Dewey from the United States are

taking a group photo" to eliminate ambiguity, ^[3] in the process of teaching Chinese as a foreign language, we can also use this strategy to let the second language learners receive correct and accurate information

4.3 Change the sentence pattern appropriately

Example (12) The teacher's duty is to teach well

Example (13) The old Zhang next door writes in the room

The sentence form of the original sentence can be adjusted, for example, in example (12) The teacher's duty is to teach the book well, and the word sentence "Teaching the book well is the teacher's duty" can change the meaning of the sentence, from the original two meanings to one meaning, so that the ambiguity can be eliminated. Another example is (13) The sentence that Lao Zhang next door writes in the room has two meanings, whether it is written in the room or written on the wall of the room, and after changing the sentence form, it can become: The room is written by the old Zhang next door. The meaning of the sentence that changed the sentence is fixed, so that the ambiguous sentence can be determined as an ideologically explicit sentence. ^[4]

4.4 Pay attention to the difference between spoken and written language in teaching

The biggest difference between spoken and written language is the choice of words, the style of written language is generally more formal, and spoken words tend to be more casual and more informal. Spoken language is often transmitted through sound, and in the use of language, it can be freely added by the speaker to pauses and other communication means and communication skills, so as to express the meaning well, distinguish the meaning, and at the same time, because the language use has the influence of the wheel and focus, so it can quickly distinguish the meaning. However, when using the written style, users often need special training to make the language formal and concise. However, second language learners often cannot quickly distinguish between the two, so there will be cases of using spoken language into written language. Therefore, when using the second language, in order to eliminate ambiguity, we should infiltrate this distinction into daily learning when we start teaching students Chinese, so as to help students have a sense of ambiguity.

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4.6 Pay attention to pronunciation teaching and practice more pronunciation

Phonetic teaching occupies a very important position in the acquisition of second languages, and Chinese is a combination of shape and sound. Once there is a mismatch of speech when mastering, then sentence ambiguity will appear, if it solidifies for a long time. Then it will have a greater impact on language recognition and daily communication, so in the process of teaching Chinese as a foreign language, in order to eliminate ambiguity, more ambiguous sound discrimination practice should be carried out. The best way is to put the sound of close speech into specific sentences, so that learners can be well linked to communicative use and achieve the effect of promoting learners' progress.

4.7 Extrasentence adjustment uses context

For example, "no more meals tonight" is ambiguous, because in some areas, meals refer to three meals; In some areas, rice refers specifically to rice. In this case, we can disambiguate through context, such as "No more dinner tonight." Ate too much at noon. "Won't eat tonight." Have some pasta. The meaning is very different.

4.8 Use contextual context

For example, "I'm going to have surgery today." This ambiguous sentence combined with different contexts will produce different communicative meanings. If a doctor says this, he is operating on the patient; If a patient says this, he is going to undergo surgery. In this way, the ambiguity is eliminated.

5 Conclusions

In recent years, with the vigorous development of Chinese international education, more and more Chinese learners have gradually noticed the expression of ambiguity, which is a linguistic phenomenon, and ambiguity may occur in phonetics, grammar, vocabulary, etc. in Chinese. In normal communication, if there is ambiguity, you can use phonetics, word changes, and other strategies to adjust. However, if it is a conscious pun and other rhetorical expressions, it does not need to be corrected too much, but this is a good communication technique, which will be of great help to communication. In specific use, it should be based on conformity. Correct use, fol-

lowing the principle of seeking benefits and avoiding disadvantages, is the icing on the cake for language expression

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