

## *Original Paper*

# The Application of Internet Neurologisms and Neurologisms in Advanced Chinese Listening and Speaking Course - Based on the Network in Recent Five Years

Xiaoshuang Xie<sup>1</sup>

<sup>1</sup> Sichuan Normal University, NO.5 Jing'an Road, Jinjiang District, Chengdu, 610066, China

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### ***Abstract***

*Nowadays, language life is very prosperous, and a large number of new online words and phrases continue to emerge. These new words are an important way for international students to understand Chinese culture and improve their Chinese communication skills. The Chinese listening and speaking class integrates listening and speaking training, and is an important course type for cultivating the oral communication skills of international students in Chinese. Therefore, in teaching Chinese listening and speaking as a foreign language, we must pay attention to the use of new words and phrases on the internet.*

*On the basis of previous research on teaching new words and phrases on the internet, this article investigates and analyzes the acquisition of new words and phrases by advanced stage international students, starting from the characteristics of new words and phrases on the internet. Through analysis, this article finds that there are some problems in the teaching of online new words and phrases. Therefore, teaching suggestions are proposed from three aspects: setting teaching objectives, selecting teaching content, and exploring teaching methods, in order to provide a certain teaching reference for the teaching of online new words and phrases in advanced listening and speaking classes.*

### ***Keywords***

*New words and phrases on the internet, Advanced listening and speaking classes, Teaching suggestions*

## **1. Introduction**

Learning new words and phrases on the internet is an important way for international students to understand Chinese culture. Although new internet words have attracted attention in the international Chinese education field and many scholars have conducted research on them, there is still no consensus

on whether to introduce them into Chinese language teaching, and relevant courses have not been carried out in international Chinese education. International students are unable to learn new online words and phrases in the classroom, and can only rely on their own understanding on the internet, unable to proficiently apply them. It can be seen that in international Chinese education, more attention should be paid to the research of new words and phrases on the internet, so that international students can master the latest vocabulary knowledge and further improve their social and cultural understanding abilities. At present, the research on online new words in international Chinese education is not deep enough, and a complete teaching system for online new words has not yet been formed. The teaching methods still need to be explored, which provides a lot of research space for this paper.

## **2. Introduction to New Words and Phrases on the Internet**

### *2.1 The Definition of New Words and Phrases on the Internet*

At present, there is no clear consensus in the academic community on the research of new online words and phrases. Liu Haiyan distinguishes the definition of new online words into two types: broad and narrow. The broad definition of new online words is divided into three levels: technical language, network cultural words, and chat room language. Narrowly defined, it specifically refers to chat room language. Many well-known scholars believe that "internet neologisms" are new words, professional terms, or words specifically used in online communication that originated from the internet and are closely related to the lives of netizens.

In summary, this article defines internet neologisms as language communication symbols unique to internet users in online media. It can be roughly divided into three levels: internet professional terminology, internet communication language, and internet slang.

### *2.2 The Pragmatic Value of Network New Words and Phrases in International Chinese Education*

In recent years, a large number of new words have emerged online, and international students will also encounter various new words in their daily lives. Introducing internet new words and phrases with characteristics such as wide dissemination, vivid expression, concise and concise, strong timeliness, and relaxed humor into the classroom can greatly stimulate the interest of international students in Chinese, enhance their understanding of Chinese culture, enhance their ability to communicate in Chinese, and help them better integrate into modern Chinese society.

#### *2.2.1 Beneficial for Enhancing the Interest of International Students in Learning Chinese*

The new words and phrases on the internet have the characteristic of linguistic humor, such as "lemon essence", which does not mean that lemon has truly become essence, but rather expresses envy and jealousy. "I am too southern" can express my emotions when I encounter difficulties or difficulties. These new online words and phrases have a relaxed and humorous feeling. Using them in the classroom can create a relaxed and enjoyable atmosphere. Learning these new words and phrases is more interesting than letting students learn words from books, which helps to attract their attention.

### 2.2.2 Beneficial for Improving the Oral Communication Skills of International Students

Internet new words and phrases have the characteristics of wide dissemination, vivid expression, and concise expression, which can to some extent improve the ability of international students to communicate in real life through oral communication. For example, Chinese people say "so mean" or "I am emo". If international students do not know what it means, they cannot have normal communication with Chinese people. If they can master the meanings of these words proficiently, communication and exchange in the Chinese context will be much smoother, and it can also help international students accumulate more Chinese vocabulary.

## 3. A Survey and Analysis on the Acquisition of Network New Words and Languages by Advanced Chinese Learners

### 3.1 Survey Object and Purpose

The survey subjects of this article are advanced stage international students from domestic universities. They have a certain level of Chinese proficiency, with a vocabulary mastery of around 5636 words, and are able to independently access the internet in Chinese and communicate with Chinese people in Chinese.

The survey aims to understand the learning attitude, understanding methods, and acquisition situation of international students towards online new words and phrases, as well as their attitudes and ideas towards teachers explaining online new words and phrases in listening and speaking classes. On this basis, the author proposes targeted teaching suggestions for online vocabulary and new language teaching in advanced listening and speaking classes from the perspective of international Chinese education.

### 3.2 Questionnaire Design

#### 3.2.1 Question Type Design

The survey questionnaire in this article is divided into single choice and multiple-choice questions. The first multiple-choice question is a survey of the basic information and learning background of the investigator. The second part is the awareness multiple-choice question, aimed at examining the familiarity of international students with new online words and phrases, in order to have a more intuitive understanding of their cognitive situation towards these words.

#### 3.2.2 Content Design

In this questionnaire, the author selected 10 new online words and phrases from the past five years, namely from 2018 to 2022. These 10 new online words and phrases come from the top ten online buzzwords of the year published by the national language standard publication "Biting Words", the online buzzwords published by the National Language Resources Monitoring and Research Center, and the annual online buzzwords selected by various authoritative websites. These new online words and phrases have certain linguistic and sociological value, and their frequency of use on the Internet is extremely high, with high timeliness.

### 3.2.3 Analysis of Survey Results

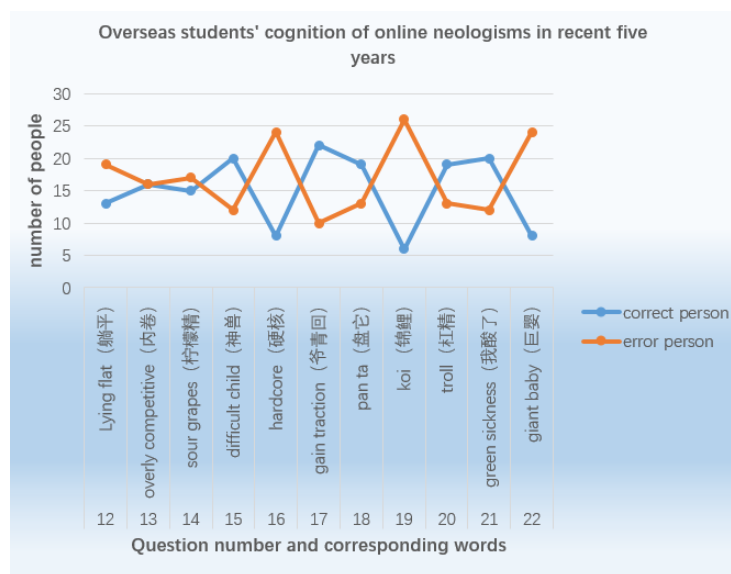
This survey is a sampling survey, targeting international students at the advanced level of Chinese language proficiency at Sichuan Normal University and Sichuan University. This questionnaire survey was distributed online, with a total of 40 questionnaires sent out, of which 36 were collected, with a recovery rate of 90%. The survey results show that there are 36 valid survey questionnaires, with an effective rate of 100%.

The first part conducted a survey on the basic situation of advanced stage international students and their attitudes towards new online words and phrases. This questionnaire surveyed a total of 36 people, including 25 males and 11 females. Among them, respondents aged 20-30 accounted for 79.41% of the entire survey population, making them the main body of the survey. Among them, 14 respondents frequently visit Chinese websites, 19 occasionally visit, and 3 hardly browse Chinese websites. International students hardly or occasionally browse Chinese websites, indicating that the advanced stage of this survey's international students do not have a high frequency of surfing the internet, so they will have fewer opportunities to encounter new online words and phrases. This is also one of the important reasons that affect their understanding of new online words and phrases. The fourth question is to investigate whether international students are interested in new words and phrases on the internet. 55.56% of students expressed great interest, 33.33% expressed some interest, and 11.11% of students expressed no interest. The reasons for not being interested are difficult to understand, not wanting to learn" and "not useful in daily life.". It can be seen that although a few students are not interested in learning new online words and phrases, most international students are still interested in learning new online words and phrases.

90.63% of international students hope that teachers can explain new online words in class, but only 21% of students occasionally hear the teacher's introduction in class, which further confirms the current situation that new online words and phrases are not given enough attention in Chinese language classes as a foreign language. When faced with unfamiliar online new words and phrases, 62% of international students will adopt a ignoring and ignoring attitude, and 59% of students will guess the meaning of words based on the context. It can be seen that international students have a lower efficiency in self-learning new online words and phrases, and lack hands-on ability.

In the question "What are the reasons why you want to learn new words and phrases on the internet?", "Want to improve your Chinese oral communication ability" and "Want to learn more Chinese words" are the choices of the vast majority of international students. It can be seen that international students aim to improve their oral communication ability by learning new words and phrases on the internet. It can be seen that integrating online new words and phrases into advanced listening and speaking classes has certain practical value.

The second part mainly investigates the cognitive status of international students towards new online words and phrases in the past five years. The survey results are summarized as follows:



**Figure 1. Statistics on the Correct Error Ratio of International Students' Cognition of New Words and Phrases on the Internet in the Past Five Years**

From the graph, it can be seen that international students have a relatively high level of understanding of the five new online words and phrases "gain traction", "difficult child", "green sickness", "Pan ta", and "troll", with an average accuracy rate of 62%. These five new words have a high frequency of use on the internet and are also used by many Chinese people in daily oral communication, providing more opportunities for international students to come into contact with them. In addition, these words are relatively simple, and international students can guess the meaning based on the constituent morphemes in the words, so their cognitive level is high.

The level of mastery of the four new words "lying flat", "hardcore", "giant baby", and "koi" is relatively low, with the lowest level of mastery of "koi", with only 18.8% of international students choosing the correct answer. More than 15 people answered correctly the meanings of "overly competitive" and "sour grapes", with an accuracy rate of nearly 50%. From the survey results, it can be seen that international students' understanding of "koi" and "giant baby" is completely limited to the literal meaning. For the word "koi", 71.8% of people choose option A for "ornamental fish", while 56% choose option A for "very fat children". Therefore, in the teaching process of online new words and phrases, teachers not only need to explain the literal meaning of new words and phrases, but also need to combine the cultural factors contained in the words. Overall, international students have a better grasp of common and frequently used new words and phrases in their daily lives. In addition, although international students do not have a systematic understanding and learning of new online words and phrases, their ability to choose the correct answer based on the comparison of different meanings when encountering new words indicates that they have a good sense of Chinese language and have a certain level of basic knowledge of Chinese. However, due to their lack of practical usage, they do not actively use these new words in their daily lives. It can be seen from this that it is necessary to integrate new

online words and phrases into the listening and speaking classes of advanced international students, and systematically explain to them the new online words and phrases that are both familiar and unfamiliar to them.

Based on the experience and research results of predecessors, this article proposes new insights into curriculum design: integrating online new words and phrases into advanced listening and speaking classes. Gradually introducing new internet words in the teaching of listening and speaking classes, allowing students to be influenced unconsciously.

#### **4. Suggestions for Teaching New Words and Phrases on the Internet in Advanced Listening and Speaking Classes**

Teaching suggestions and strategies are key elements that affect the quality of teaching, and are also hot and key topics in teaching research. This paper will provide specific teaching suggestions from three perspectives: setting teaching objectives, selecting teaching content, and exploring teaching methods, in response to the problems identified in the previous research on teaching new words and phrases on the internet.

##### *4.1 Setting of Teaching Objectives*

In international Chinese education, the most direct and fundamental goal is to cultivate the language expression ability of learners in Chinese. Chinese listening and speaking class is a dual skill course that combines listening and speaking skills. It is an important type of course that cultivates students' Chinese communication ability. According to the newly published 2021 Chinese Language Proficiency Standards for International Chinese Education, advanced international students need to be able to engage in basic, fluent, and appropriate social communication on a wide range of topics at a higher level.

New words and phrases on the internet reflect the characteristics of the times and leave a mark on a year's social life. So keeping up with the times and mastering a certain number of new online words can help improve students' oral communication skills, help them better understand Chinese culture, and integrate into Chinese society.

##### *4.2 Selection of Teaching Content*

The popular new words and phrases on the internet come from a wide range of sources, with varying levels of standardization and civilization. So it is also crucial to choose what kind of online new words to use for teaching in Chinese listening and speaking classes.

We divide internet neologisms into two categories. The first type is called pure mother tongue words, which are composed of standardized and pure mother tongue components, in accordance with the inherent structural laws of Chinese language and also in line with our social civilization and moral standards. For example, "moderately prosperous", "rushing to take exams", "working people", "reverse travelers", etc.; The second type is mixed words, which include components originating from the mother tongue but deviating from the inherent structural rules of the mother tongue, such as "juejuezi";

Homophonic words with decreasing value, such as "I can't help laughing", "so mean", "I am too southern"; Alphabet words that originate from the mother tongue and are not widely accepted by society, such as "yyds" and "emo"; Mixed words of numbers, symbols, and letters, such as "996", "3Q", "ORZ", etc.

The emergence of new internet words from the field of online chatting has become a key factor in measuring their vitality, whether they can achieve the standardization process mentioned above. Therefore, when choosing new online words, we should follow the value principles of linguistics and sociology. Introduce to international students the first type of pure native language words that can promote the healthy development of the Chinese language and add luster to it. This does not mean a complete negation of the second type of mixed words. The second type of mixed words are frequently used in daily life due to their vivid expression, humorous and interesting nature, and ease of use. Although these types of words are not pure and standardized Chinese words, they also have high value in promoting international students to understand current events in China and improving their oral communication skills. Compared to local students, foreign students need to be exposed to more standardized Chinese language teaching, and teachers should try to avoid such non-standard mixed words as much as possible. However, international students in the advanced stage have established basic Chinese language skills and are able to accept some non fully standardized catchphrases. Therefore, in the advanced listening and speaking classroom, the first type of pure native language words should be the core, and the second type of mixed words should be appropriately introduced.

Of course, when introducing the two types of online new words and phrases mentioned above, teachers are not without screening, and each word can be selected. Instead, they should follow the principles of practicality, universality, and appropriateness.

#### *4.3 Exploration of Teaching Methods*

New words and phrases on the internet are unfamiliar and novel to international students. To improve teaching effectiveness, we can try the following teaching methods:

##### *4.3.1 Situational Approach*

Put the sentence in context, that is, connect it with the sentence, discourse, and certain social and cultural backgrounds. For example, the new online term "humblebrag" is a "low-key show off", which will first suppress and then raise, express itself in a tone of distress, with clear and derogatory satire. Someone showed off their figure online and said, "I really envy those who gain weight overnight. I ate so much in a month, but I couldn't reach 90 pounds." Put it in a specific scenario for students to understand.

##### *4.3.2 Comparative Teaching Method*

Some new words and phrases in online language have an inherent correlation with words that learners have already learned. Such as "Rain Girl Without Melon" and "Not Related to You", "Mouse Tail Juice" and "Self indulgence", "Taking Bamboo Shoots" and "Excessive Loss". The former is a new word created on the basis of the latter, which can be learned by comparing old and new words. Some of these

new words are created using homophones. In international Chinese education, teachers should guide students to correctly recognize the correctness of online words. Comparative method can enable students to review old words during the process of learning new ones, and continuously expand their vocabulary.

#### 4.3.3 Word Group Teaching Method

The word group teaching method is within the scope of vocabulary teaching, which organizes and classifies new online words based on certain characteristics of words, and puts words with similar semantic or grammatical features in the same series.

For example, since the popularity of "working people" in 2020, a series of new terms for "XX people" have emerged, such as "working people", "postgraduate entrance examination people", "tool people", and so on. By studying this series of phrases, students can understand the origin and word formation characteristics of the entire phrase, making it easier to understand the meaning and usage of words. Using this method to learn fast updating network new words can quickly grasp the entire series of phrases and achieve good learning results.

### 5. Conclusion

This article summarizes the definition of online new words and phrases from representative viewpoints of predecessors, and designs a questionnaire survey for advanced international students on online new words and phrases. The questionnaire aims to comprehensively and truthfully reflect the understanding and learning attitude of advanced international students towards online new words and phrases. Therefore, the most popular online new words and phrases in the past five years, summarized and published by authoritative institutions, were selected. However, at the same time, There are still some shortcomings in the questionnaire. One reason is that the number of survey subjects is not sufficient, and only 36 valid data were collected from the questionnaire, resulting in insufficient data base. The second reason is that the number of selected online new words and phrases is limited. Considering the objective reality, too much questionnaire content can easily cause discomfort among the survey subjects, so not every online new word and phrase in nearly five years has been included. The survey results are not entirely objective and comprehensive, but they also reflect to some extent the attitude of advanced international students towards introducing online new words and phrases into advanced listening and speaking classes, thus having certain reference value. I hope that the teaching suggestions proposed in this article have certain reference value for future advanced listening and speaking classes in online vocabulary and new language teaching.

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