

# The Use of Psychology in Teaching Languages and Cultures to Foreigners

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## Abstract

In recent years, with the growing strength of our country and the rapid growth of global influence, Chinese language education has gradually moved to the international arena, and the number of foreign friends learning Chinese has gradually increased. International Chinese language education plays an important role in China's foreign development, showing a trend of vigorous development around the world. However, due to the large cultural differences among language learners, there are also various problems in the process of teaching language and culture to foreigners. As a unique and advanced psychological behavior, language learning is a major aspect of psychology. In foreign language teaching, the conscious application of psychological ideas in foreign language teaching will help overcome learners' psychological barriers to language learning in a cross-cultural environment, help teachers build scientific and reasonable teaching methods, so as to comprehensively improve the quality of teaching Chinese as a foreign language, which plays an important role in the international promotion of Chinese. From the perspective of psychology, this paper discusses the teaching strategies of Chinese as a foreign language, and provides reference for Chinese educators.

## Keywords

Foreign language and culture, Teaching Chinese as a foreign language, psychology, Educational psychology

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## 1. Chapter One: Introduction

### 1.1 Research purpose and significance

With the improvement of China's economic level and international status, the teaching of Chinese language and culture in China is also making steady progress. Problems are always accompanied by development. Due to the continuous expansion of Chinese audience, learners from different countries have different cultural backgrounds, ages, learning objectives and learning abilities, which bring great challenges to the promotion and teaching of Chinese as a foreign language. In order to achieve the goal of scientific, professional and standardized teaching of Chinese as a foreign language, we must focus on a broader level of research, rather than just stay in the linguistic level. We should start from the perspective of psychology to find a scientific way to get out of the dilemma of Chinese teaching. It has the following significance for teaching Chinese as a foreign language:

- (1) Help learners overcome cross-cultural psychological barriers

There is a big difference between teaching Chinese as a foreign language and teaching for Chinese native speakers in China, especially in the teaching ideas and methods, more need to apply the theory of psychology. The main reason is that in addition to the difficulties in language acquisition, psychological differences caused by different cultural backgrounds and language habits are also an important factor affecting foreign language learning. By taking cultural psychology and national psychology as macro-reference, learners' psychological factors, emotional changes, learning interests, reaction speed and other factors in learning should be paid attention to and studied, and teaching strategies should be flexibly adjusted to achieve good teaching effects.

#### (2) Help teachers improve language teaching strategies

Psychology studies emotion, consciousness, memory, imagination, thinking and other psychological activities, including emotion, desire, condition, motivation, desire, personality and so on. These are the generalities summarized in personality, but in practical application activities, they are also expressed in the way of individual differences, which greatly limit the teaching methods, especially the language teaching methods. Therefore, when teachers systematically master and apply the basic knowledge of psychology, they can broaden the horizon of classroom teaching, change the traditional educational thought, break the conventional teaching mode, reform and innovate from the perspective of classroom thought, teaching mode, evaluation and summary, and then make their classroom teaching to be more reasonable and scientific (Peng Cheng, Zhou Xiaohong, & Yuan Xinpan, 2017).

### 1.2 Theoretical basis and literature review

Educational psychology is a major theory in the field of education. Educational psychology is a cross subject between psychology and pedagogy, and is a main branch of educational psychology. How students learn, how teachers teach, and the psychological interaction between teaching and learning are its unique subjects of inquiry. It can be seen that the main research object of educational psychology is the basic psychological laws of students' learning and teachers' teaching in the moral education environment of schools.

At present, many foreign scholars have applied educational psychology to teaching Chinese as a foreign language. The main schools of psychology can be divided into behavioral psychology theory, cognitive psychology theory, humanistic psychology theory and social interaction theory (Sun Ying, 2012). There are also individual theories applied to foreign language teaching, such as the theory of multiple intelligences, the theory of learning motivation, the theory of the influence of non-intellectual factors, the theory of Rosenthal Effect, Maslow's hierarchy of needs, Ebbinghaus's forgetting curve theory, Rogers' humanistic education and the study on the role of foreign language teachers (Zhao Yan, 2011), etc. Some people think that the psychology of foreign language education is a kind of psychology about foreign language teaching. It mainly studies the ideas, foreign language knowledge, foreign language skills and individual differences (intelligence, non-intelligence factors, personal factors and social environment) in foreign language teaching, so as to reveal the nature of foreign language teaching and develop an effective way of education. The essence of foreign language teaching is that learners learn languages actively under the guidance of teachers, while teachers' teaching aims at learners' learning (Song Mei, 1999). Other scholars believe that the application of psychology in teaching can scientifically analyze the teaching process and understand its nature, rules and functions, so that it can be studied from the perspective of psychology, so as to promote educational reform (Zhuang Chun, 2011).

Through the research of relevant literature, it is found that the application of psychology in foreign language teaching has been effective. Based on the relevant theories and combined with the actual situation, this paper expounds the application of psychology in teaching Chinese as a foreign language, analyzes the teaching strategies of Chinese as a foreign language, and provides references for educators of Chinese as a foreign language.

### 1.3 Research methods

1. Literature research method. Make full use of existing school resources, such as libraries, reading rooms and Internet resources, to access relevant information.

2. Interview method. Conduct face-to-face interviews with teachers and learners of Chinese as a foreign language to understand their problems, opinions and suggestions in teaching or learning.

3. Method of observation. Observe the Chinese learning situation and problems of foreign students around, as well as the teaching methods and teaching concepts of foreign language teachers.

## **2. The second chapter is about psychology and its effects**

### **2.1 The basic connotation of psychology and its effects**

Psychology is the study of human and animal mental phenomena, mental function and behavior of a kind of science. Psychological research covers many areas, such as cognition, emotion, personality, behavior and interpersonal relationships, as well as relationships with family, education and health. Psychology tries to explain the basic behavior and psychological function of individuals from the perspective of brain activity, and also tries to explain the role of individual psychological function in social behavior and social dynamics.

Psychological effect is a common psychological phenomenon and law in People's Daily life. It is a series of reactions in which the behavior or influence of one person or thing makes other people or things change correspondingly. Like everything, it has both positive and negative meanings.

### **2.2 The application of psychology and its effects in teaching language and culture to foreigners**

#### **(1) The application of Rosenthal Effect**

The Rosenthal effect refers to the fact that expectations from others, especially from parents and teachers, will gradually change the behavior and expectations of the expected person in the future development process. The inspiration of Rosenthal effect on foreign language teaching lies in that teachers should establish the dominant position of students in teaching, reduce their sense of tension, and give them greater expectations and incentives (Han Yanchun, 2022).

#### **(2) The application of the effect of looking more**

The more you know about something, the more you like it. This is known in psychology as the "overseeing effect." The "bullish effect" doesn't just exist in psychological experiments, but we see it all the time in our daily lives. For example, among the people we just know, there are always some ugly people. At first, we may think that he is ugly, but as we contact him more and more, we will gradually no longer feel that he is ugly, and sometimes we will think that he is attractive in some places.

#### **(3) The application of preheating effect**

In educational psychology, "warm-up effect" is a kind of psychological effect that promotes the follow-up learning because of warm-up learning. This is like in some shop operations, in order to make the machine run better and faster, and need to be powered up in advance, in order to achieve the effect of preheating. In teaching, it is a way for students to express and share their ideas in a relaxed and pleasant environment, thus stimulating their initiative and creativity.

#### **(4) The application of transfinite effect**

In educational psychology, the "transcendental effect" refers to the students' boredom, irritability and rebelliousness under the continuous effect for a long time. This suggests that in foreign language teaching, the content of teaching is too boring, the teaching method is too simple, and the teaching time is too long. Instead, we should pay attention to the principal position of students, so as to stimulate students' interest in learning to achieve good teaching results.

## **3. The third chapter discusses the application of psychology and its effects in foreign language and culture teaching**

### **3.1 First, based on the "warm-up effect", create a relaxed learning atmosphere**

Use games to liven up the classroom atmosphere. In the classroom, there are often learners unable to keep up with the pace of learning and wandering, and even weariness of learning, it is better to edutainment, so that students learn knowledge in the game. Through the effective use of "action response" games, "lip-synching" games, "word solon" games, "snatch reading" games and so on, students can "play to learn". In practice, teachers should ensure that students can fully participate in the fun games provided according to the actual demand characteristics of students and from the teaching purpose, and pay attention to the interaction between students and teachers, so as to ensure that the implementation of the game teaching method can serve the classroom teaching and achieve good results. For example, the word Solon game, the teacher says a Chinese word "focus", and then let the students with "Zhi" as the beginning of another word, this kind of game can ensure that the students gradually deepen the impression of the vocabulary in the study (Qian Yunxiang, 2008).

Use music to liven up the classroom atmosphere. An important condition of language learning is to have a sufficient vocabulary, and the memorization of vocabulary requires students to take time and calm down to memorize it slowly. In addition to boring vocabulary memory, music can also be used to strengthen students' ability to memorize words. Teachers can play the latest popular songs to students in class, and explain the general meaning of the songs, so that students can learn while listening, in order to stimulate their interest in learning. In this way, students can be familiar with and remember the words in songs and master their pronunciation in a relaxed environment.

### **3.2 Second, improve students' learning confidence based on the Rosenthal effect**

Teaching Chinese as a foreign language is not only to teach students knowledge, but also to enable students to master language communication skills. In foreign language classroom teaching, students' anxiety caused by the strangeness of Chinese or the fear of speaking wrong will affect students' initiative, initiative and creativity, which will have a negative impact on students' Chinese learning. Therefore, foreign language teachers should create a relaxed and pleasant atmosphere in class, guide students to interact and communicate, give learners more affirmation and encouragement, so that they have more opportunities to develop and create, and enhance their confidence and initiative in learning.

Strengthen interaction and exchanges. The interactive inquiry is based on thinking, questioning, communication and answering. Through explaining to peers, they can better consolidate and apply basic knowledge, share information with peers and deepen their understanding of core knowledge. In the process of teaching, through teaching activities, to cultivate students' interest in learning, develop their personality, so that they realize the happiness of learning. Stimulate students' thirst for knowledge, stimulate their spirit of cooperation, and enable them to develop good habits of thinking, daring to do, and daring to say, so that they can truly carry out deep learning (Liu Yanbin, Chen Guoqiang, & Chen Wen, 2016).

Increase positive evaluation. On the basis of interactive communication, teachers should evaluate the process of interactive inquiry, praise and encourage students, so that they can have a pleasant emotional experience, so as to build up self-confidence, stimulate the awareness of collective cooperation, and enable students to form a good habit of cooperation, so as to achieve the purpose of deep learning. In teaching Chinese as a foreign language, students can be evaluated according to their reading fluency, interactive exploration ability, solidarity and cooperation ability and other factors, so that students can actively display themselves and form their own unique cognition. The form evaluation method can be used to guide students to express their feelings according to their own cognition. For different expression methods and performances, praise and encouragement can be given by applauding, nodding, etc., to help enrich their cognition.

### **3.3 Create a good learning environment based on the "multi-view effect"**

Context is particularly important in language learning. Mainly from the teaching process, teaching language and classroom environment layout to strengthen students' familiarity and understanding of Chinese.

In terms of classroom teaching, we should deal with phonetics, vocabulary and grammar as a whole according to different teaching contents. In order to strengthen the mastery of knowledge, teachers can deepen students' memory by reviewing the learning content of the last class before each class, so that each class can be coherent, so that students can better consolidate the knowledge and form a complete system of knowledge.

In terms of classroom teaching language, in order to create a Chinese learning atmosphere and make students more familiar with Chinese, in and out of class, from the teacher and students greetings before class, to the teaching and learning in class, we should try our best to use Chinese. Praise and remind students to follow the standard use of Chinese, and use this principle to train students to speak standard Chinese sentences. In order to meet students' demand for expression, we should also consciously create a Chinese environment. For example, students usually gesture to tell the teacher when they want to drink water. At this time, the teacher should teach him to say: "I want to drink water" this sentence, through this way, gradually strengthen the learning content, so that students gradually adapt to and master the pronunciation of Chinese language.

In terms of classroom environment layout, we should also pay attention to creating a Chinese atmosphere. You can hang some daily conversation phrases, famous quotes, chicken soup for the soul, etc., which can let students unconsciously understand and feel Chinese. In the continuous reinforcement, students' Chinese ability will also improve (Liu Xun, 2000).

### 3.4 Diversified teaching methods should be adopted based on the "over-limit effect"

Reading method. Foreign language learning is inseparable from the cultivation of reading ability. Although the increase of vocabulary is helpful to students' reading, many experts and scholars do not advocate the separation of vocabulary and text, because reading and vocabulary are interdependent and mutually promoting. Therefore, the learning of vocabulary is inseparable from reading. By putting new words into sentences, paragraphs or chapters for understanding and memorizing, students can not only accurately understand the meaning of the words and deepen their memory of the words, but also review and consolidate the words.

Situational teaching method. Situational teaching means that in the course of classroom teaching, teachers create immersive learning experience for learners through the simulation of the development process and environment of things, explain the teaching content, help learners to develop their learning potential, master more knowledge points, and apply the knowledge points to life practice. In practice, according to the teaching purpose, according to the actual characteristics of students' physical and psychological development, combined with the current basic knowledge of Chinese as a foreign language, to create an interesting classroom environment and teaching situation. For example, when teachers guide students to learn Chinese dialogue, they can lead learners to have simulated dialogue in different roles through the teaching method of role playing to help learners combine dialogue with knowledge (Wu Fangshui, 2003).

Life teaching method. Life teaching method is to combine knowledge with the reality of life, so that students can learn in life and experience life in learning, so as to effectively stimulate students' interest in independent learning. Life teaching method is a vibrant and colorful teaching method. If it is combined with the classroom, it can not only make the teaching full of vitality, but also make the teaching more interesting. For example, when the teacher teaches the lesson "My family", the teacher can use the way of life teaching to introduce his family and friends in Chinese through multimedia videos, and guide the students to introduce their relatives and friends in Chinese. This way can not only improve the students' enthusiasm for learning, but also cultivate and train their language ability unconsciously.

## 4. Conclusion

To sum up, psychology runs through the whole process of teaching Chinese as a foreign language and guides teaching practice together with theories of other disciplines. However, we should also pay attention to the fact that academic research results need to be combined with teaching practice. For foreign language teachers, psychological theories should be systematically studied, and in-depth interpretation and comprehensive application of cultural and linguistic theories should be carried out. We must consciously and purposefully use relevant knowledge to make teaching activities more scientific, improve teaching efficiency and teaching effects, improve the efficiency and level of international extension of Chinese language on the whole, and enhance our country's soft power of culture.

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