

# The Similarities and Differences Between Children's Mother Tongue Acquisition and Chinese Acquisition of Foreign Adults and Their Enlightenment to International Chinese Teaching

Hua Lu<sup>1</sup>, Yecai Li<sup>2\*</sup>

<sup>1</sup>Institute of Literature and Media, Lingnan Normal University, Zhanjiang 524048, Guangdong, China

<sup>2</sup>Institute of Teacher Education, Lingnan Normal University, Zhanjiang 524048, Guangdong, China

\*Correspondence Author: Yecai Li, Email address: liyecai@126.com

**Abstract:** *By comparing and analyzing the similarities and differences between children's mother tongue acquisition and adults' foreign language acquisition, it reveals the common law in the process of language acquisition, and provides inspiration for international Chinese teaching. It is found that children's mother language acquisition and adults' foreign language acquisition are in common in the synchronous development, creative use, language strategies and other aspects. The paper puts forward six enlightenment of international Chinese teaching from the aspects of context support, tolerating mistakes, encouraging creative use, strengthening the training of written language system, and enriching the cultural resource base.*

**Keywords:** Children's mother language acquisition, Adults' foreign language acquisition, International Chinese teaching, Enlightenment.

## 1. Introduction

Humans are born with the biological potential to learn language, and a complex neural mechanism embedded in the brain allows children to easily learn any language. All normal children are equal in language acquisition, and although different languages may be difficult in the acquisition of certain contents, this does not mean that one language is more difficult to master than another. In fact, language acquisition is a dynamic process, and children's language skills will improve significantly over time.

Children's acquisition of native tongue is such a complex and magical process, It is generally believed to have the following remarkable features: natural acquisition, That is, for children in the absence of systematic teaching, Natural acquisition of native tongue through daily communication and interaction; Quick acquisition, That is, children develop their language skills rapidly in the few years after birth; imitation ability, That is, children acquire their mother tongue by imitating the language of the people around them; Language-sensitive period, That the early growth phase of childhood is the language-sensitive phase, It is conducive to their absorption and learning of the language; Self-correcting, During the acquisition of their native tongue, Can make mistakes, But over time, They are able to self-correct the relevant errors. Cognitive development and language development interact with each other. children's cognitive development and language development are interrelated, and the improvement of language ability contributes to the development of cognitive ability. Overall, children acquiring their mother tongue is a dynamic, multifaceted process involving multiple factors including cognitive, social and emotional [1]. Educators often support children's language development by providing a rich language environment and positive interactions.

Although there are differences between children and adults,

there are common points. Comparing the similarities and differences between the two has an important guiding significance for the international Chinese teaching.

## 2. Differences between Children Acquiring Mother Tongue and Chinese Acquisition by Foreign Adults

The specificity of children's acquisition of mother tongue and foreign adults Chinese acquisition is that children's acquisition of mother tongue has a process, among which the "stage theory", "advantage theory" and "environment theory" have been widely revealed by the academic circles."Stage speaking" believes that children acquire the mother tongue through the following stages: word and sentence stage, two-word sentence stage (telegraph language), simple sentence stage, and paragraph expression stage [2]. Advantages believe that children have the following advantages: family members use "caring" language; physical connections with concepts; no learned stress, no need to overcome psychological anxiety; and language and thinking and cognition develop together."Environment theory" believes that children acquire their mother tongue in the social environment, not in the classroom environment; unpurposeful, open language acquisition; fun, game acquisition, learning is "play".

In terms of speech acquisition stage, the author observes the process of his own children's Chinese acquisition, and takes it as a case study of children's mother language acquisition. It is found that in the process of acquiring their mother tongue, the word and sentence stage, two-word sentence stage (also known as telegraph language), simple sentence stage and paragraph expression stage are not completely independent. The transition from the word-sentence stage to the simple sentence phase takes only a few months, at the first months. The process of child's mother tongue acquisition does not

follow the linear order of "phonetic Chinese words and sentences", but the synchronous development of various elements of language. In other words, children can speak simple sentences while acquiring a single word, rather than waiting until a certain amount of words accumulates. This finding is similar to the phased characteristics of foreign adults. However, compared with the process of Chinese acquisition by foreign adults, the phased characteristics of children's mother tongue are relatively vague.

In terms of language acquisition, foreign adults have the first language acquisition experience and cognitive advantages, but also many disadvantages, such as: age beyond the critical period of language acquisition; negative connection of concepts and concepts; transfer of mother language; generalization of target language; using strategies such as simplification and avoidance; intermediary language infinitely to target language; acquisition in classroom environment; purpose, usually with instrumental purpose, for study and job hunting; learning pressure, psychological anxiety; cultural shock and psychological anxiety [3]. This is quite different from children's acquisition of their mother tongue.

In terms of language environment, environment is an important external factor affecting the acquisition of Chinese by foreign adults. Although there is a certain language environment for foreign adults to acquire Chinese, they need to adapt to the non-mother language environment, and it is difficult to integrate into Chinese language societies. If they leave the Chinese class, they need a Chinese working environment. If the Chinese classroom and Chinese working environment are lacking, they can only create their own Chinese learning environment. Children, on the other hand, do not need to worry about the real and natural language environment.

### 3. Similarities between Children Acquiring Mother Tongue and Chinese Acquisition by Foreign Adults

What are the similarities between children's acquisition of their mother tongue and that of foreign adults?

#### 3.1 Similarity in Acquired Chinese Pronunciation

In the process of Chinese acquisition, children can master the pronunciation of syllables and even sentences without systematic vowel and consonant learning. Studies showed that at 3 to 4 months old, children showed a keen interest in vowels from adult reading, and adults were relatively indifferent to consonants. This phenomenon can be attributed to the music characteristics of vowel and the noise characteristics of consonant, and the vowel has full pronunciation and strong auditory impact. Similarly, foreign adult learners can also more easily acquire Chinese vowels, which may be related to the general predisposition of vowels.

In the process of speech acquisition, they tend to use the pronunciation organs in the front of the mouth to pronounce, such as the parent "g" as "d" and "k" into "t". In the vocabulary acquisition stage, this phenomenon is particularly obvious. For example, children send the pinyin "gege" of the word

"brother" as "de" and the pinyin "kankan" of the word "look" as "tantan". In addition, when children pronounce, the posterior nasal sound in the finals is often transformed into the anterior nasal sound, such as the "put" pinyin "fang" as "fan", and then the second nasal sound is often converted into closed rhyme. For example, children tend to send "Dong" Chinese pinyin "dom", "tong" "tong", "tong" touch "pinyin" ping "as" pem ", and" Feng "Chinese pinyin" feng "fu" as "fom".

To explore the reason, the sound on the front of the tongue is easier to produce, while the sound at the back of the tongue is relatively difficult to master. This phenomenon is not consistent with the evolution of Chinese from ancient to medieval and even modern sounds. Qian Daxin, a scholar in the Qing Dynasty, once put forward the views of "there is no light lip sound in ancient times" and "no upper tongue sound in ancient times", pointing out that the pronunciation of ancient sounds is relatively backward, and the pronunciation is ambiguous. With the gradual upright walking, the speech organs were gradually improved. In the medieval period, a complete consonant system developed from dental voice to tongue, tooth and lip sounds. From ancient to medieval, the order of pronunciation gradually evolved from back to front. Children generally do not speak in the crawling stage, but begin to learn to speak after standing. Therefore, in the process of acquiring Chinese consonants, the pronunciation part gradually develops from front to back.

When studying Chinese speech acquisition of foreign adult learners, we found that their native speech system had a significant interference effect on their learning process. Specifically, when there are similar phonemes in the native language of Chinese, on the contrary, there is a lack of specific phonemes in Chinese. Although adult learners do not avoid consonants in Chinese, the mastery of these consonants still poses a challenge for them.

#### 3.2 Similarity in the Acquisition of Chinese Vocabulary

In the process of children's Chinese vocabulary acquisition, the expansion of word meaning shows great flexibility and creativity. For example, when children master the verb "open", they will apply it to a variety of situations, not just common combinations such as "open the door", "turn on the TV" and "turn on the computer". They will even use the word creatively, expressing sentences such as "open the corn" or "open the banana." However, as their language skills improve further, as they become exposed to more relevant words, such as "peel" and "break off", they gradually learn to use them more accurately, so as to say "break the corn" or "peel the banana".

In the process of Chinese vocabulary acquisition, children show significant image thinking and creative imagination ability. For example, after mastering the term "bowl", children tend to refer to all shaped similar containers as "bowls". This generalization phenomenon is very common in their language use, such as the "soap box" mistakenly called bowl, because the soap box and bowl have open and sunken structure; in the specific stage of cognitive development, children will even call "honeycomb coal" "lotus root", because of the characteristics of internal hollow round hole. In addition, children may call a "pair of chopsticks" for dinner "erhu" (two

harp), because both contain "two" linear elements. Although these language expressions may seem absurd to native speakers, they vividly reveal the unique thinking mode and innovation in the process of language acquisition of children from "action operation stage" to "concrete operation stage" of cognitive development as defined by Piaget.

In the field of second language acquisition, there are similarities between the language phenomena and children learners when adult learners acquire Chinese. Due to the influence of language environment and native language transfer effect, adult learners may produce a series of valuable language bias in the learning process. For example, some adult learners may misuse "plastic surgery" as "face decoration", or express "spider web" as "spider web". Although these expressions may have a certain sense of humor in the eyes of Chinese native speakers, they actually reflect the continuous attempts and adaptation of learners in the process of language acquisition. By analyzing these linguistic errors, researchers can understand the challenges and joys that language learners encounter in mastering new languages.

### 3.3 Similarity in Acquired Chinese Grammar

In the field of international Chinese grammar teaching and research, scholars generally agree that certain specific grammatical structures, such as possible complements, words and words, have high difficulty in acquisition for learners. However, what is valuable for research is that these structures are often quickly mastered by children during their language acquisition. Even if there are some errors in using these structures, children can correct them quickly under the guidance and correction of adults. For example, in the process of expression, children may mistake "not open" (da bu kai) "as" not open "(bu dakai), or" not up "(shangbuqu) as" not up "(bu shangqu). However, under the timely correction of adults, children can correctly use the possible supplement according to the specific context, such as accurate expression "stand" (zhandeliao) "cant stand" (zhanbuliao) "visible" (kandejian)" "invisible" (kanbujian) "audible" (tingdedao) "cant hear" (tingbudao). Sometimes, they even show some creative thinking and create their own expressions, such as "twist up (niudeshang) butt" (although this expression is not correct).

In the process of mastering the structure of "putting the words", children tend to imitate adult expressions, such as "open the door" (ba men dakai) and "bury the toys" (ba wanju mai qilai). In a particular context, they may appear omissions of verbs or prepositions, such as "ground it" (Ba ta dishang) and "spoon table" (Ba shaozi zhuozi). However, when supplemented and corrected by adults, they are able to gradually refine expressions, such as "Put it on the ground" (Ba ta fang zai dishang) and "Put a spoon on the table" (Ba shaozi fang zai zhuozi shang). As for the acquisition of the word "be", once children learn to say "baby is bitten" (Baobao bei yao le), if the adult further asks: "the baby is bitten" (Baobao bei shei yao le), they can accurately answer: "mosquito bitten" (Bei wenzi yao le).

Therefore, it can be observed that in Chinese, specific grammatical structures, such as "possible complement", "put sentences" and the basic forms of "words by words", are

usually rapidly acquired by children about two years old. However, in the practice of international Chinese teaching, the teaching of these grammatical structures often lacks the support of specific context, leading to foreign learners tend to avoid learning these structures rather than actively mastering and using them.

### 3.4 Similarity in Acquired Chinese Sentences

During the acquisition of Chinese, children usually follow the gradual development path from word to two-word stage. After mastering words and double words, adults help children expand these words into complete sentences during interactions [4]. For example, the adult asks, "What is there in the sky?" The child replied, "The moon." The adult then added to complete: "There is a moon in the sky." Similarly, someone asks, "Whats there in the water?" The child replied, "Goldfish." "The adult added: "There are goldfish in the water." Through this interaction, children gradually learn the sentence structure of "what is there in a certain place ". For example, when asked, "Do you eat eggs?" The child can respond: "Thank you, we have eggs, too."

In the Chinese acquisition stage of about two years old, the sentences mastered by children are mostly simple sentences, usually containing only basic components such as subject, predicate and object, or only one of them, but less involving modifying components such as attributive, adverbial and complement. For example, children may say "moon", "I eat", "home", "go downstairs to play,", "it is raining," "Mom,", "you come back," "baby to play blocks", "frog", "its dark" and other simple sentences. However, children can sometimes express longer sentences, such as "go home and sit on the sofa with dad", "mother cooks at home for the baby", "we go back to our hometown for the Spring Festival" and so on.

In the process of acquiring Chinese sentences, children not only master the declarative sentences, but also gradually acquire the question sentences. Because children often learn statement sentences under the questions of adults, they gradually acquire doubt sentences. For example, a child may ask: "What is this?" "What should I do?" "How did mom make the quilt?" "What does Dad eat?" "Where are you?" "What are you doing?" scheduling problem.

For foreign adult learners, spoken Chinese textbooks usually adopt the form of dialogue, which helps learners to master declarative sentences and questioning sentences. In addition, when children initially acquire Chinese sentences, the sentences they contact are closely related to daily life, such as eating, drinking, playing, food, clothing, shelter and transportation, flowers and trees, birds, animals, insects, fish and other topics. In the initial stage of international oral Chinese teaching, the teaching content is also focused around these topics, because the primary task of language learning is to solve the basic needs of life.

### 3.5 Similarity in the Development of Chinese Thinking

The development process of children's mother tongue thinking is first reflected in the formation of negative thinking, which marks the initial stage of children's growth, that is, the ability to express the negative word "no". Subsequently,

children began to master the use of personal pronouns, including the singular form of "you, me, him" and the plural form of "you, us, them". Then, the development of children's thinking is manifested as asking questions to adults, and the content of the questions gradually changes from the inquiry of the nature of things ("what") to the attention of the state of things ("what happened" and "how to do"), and further develops to the exploration of the cause ("why"). Eventually, when children answer adult questions, they gradually move from the initial direct response to the selective response, and then develop to the creative response. For example, when a child encounters an unfamiliar object such as "bitter melon", he asks ("What is this"); when observing an adult, he asks "What to you"; when he sees the dog notice, he explores the reason ("Why looking for a dog"). In response to adult questions, children may initially tend to choose the adults desired answer or the following option, such as being asked, "Is a baby a male or a female?", Children may answer "female", but then will develop independent thinking. Test the ability, such as the answer "no, I am a baby". When discussing tourist destinations, children will raise objections according to their own understanding, such as "too far" to Vietnam, "too high" to the plane, and "too heavy" to the train

Children's imagination and metaphor power is the most creative, such as see adults sick, he said "mother like a model", actually want to describe the mother after sick walking shaking appearance; see mother dressed very fancy, he will say "mother is like Mickey Mouse"; see dad walking outside the eight, he would say "father like a duck duck"; see college students playing the trumpet, he asked "is it delicious".

In the process of adults' foreign language acquisition acquiring Chinese, it also shows creativity, although its innovation points and children's mother tongue acquisition are different. For example, a foreign learner stating that "I ate a tiger gall bladder today" may be intended to say that "I have completed a brave act today". In Chinese, the idiom "eating the leopard courage" is used to describe an individual with the great courage to challenge what others dare not do. Foreign learners may not have fully learned the correct use of the idiom and therefore creatively use "tiger gall" to convey similar meanings.

### 3.6 Systematic Similarity of Learned Languages

In the process of learning a second language or a foreign language for foreign adults, they often encounter a variety of deviations. These deviations mainly result from the negative transfer of their mother tongue, in which learners unconsciously apply the rules of their mother tongue to the target language, leading to the generation of errors [5]. In addition, the generalization of target language knowledge is also a common problem, and learners will often overgeneralize a certain rule, resulting in errors. To cope with these difficulties, learners will adopt some language strategies, such as using simplification, avoidance and other methods to reduce the occurrence of errors.

At the same time, children will also encounter similar mistakes in the acquisition of their mother tongue. Although the process of acquiring children's mother tongue may seem natural and smooth, they actually also experience a series of

challenges. When children acquire their mother tongue, they do not follow the linear stage such as "pronunciation, Chinese words and sentences". Instead, the various elements of the language develop in parallel. Children will also try to speak simple sentences in addition to acquiring a single vocabulary. This phenomenon shows that children do not need to wait until a certain amount of words are accumulated to construct sentences, but in the process of learning a single word, they have begun to try to use these words to express more complex meanings.

It is worth noting that in the process of learning Chinese, the acquisition process of foreigners is systematically similar with the process of children acquiring their mother tongue. Although Chinese pronunciation, Chinese characters, words and sentence structures are very different from many other languages, learners also experience a similar synchronous development process when acquiring Chinese. They do not first fully master all the phonology and Chinese characters, and then begin to learn the words and sentences, but in the learning process, the various language elements are interwoven and promote each other. This way of learning helps learners to master the language faster and use the knowledge more naturally in practical communication.

## 4. Enlightenment of Children's Mother Tongue Acquisition to International Chinese Teaching

On the one hand, grasping the differences between children's mother tongue acquisition and adults foreign language acquisition can indeed help us to carry out targeted second language teaching. On the other hand, it can get useful enlightenment to reveal the similarities or common rules between children's mother tongue acquisition and foreign adult second language acquisition. For example, in international Chinese teaching, we can learn from the advantages of children's acquisition of mother tongue and create a positive learning atmosphere for foreign students. This means integrating students active exploration with natural language acquisition, and inspiring them to actively learn the Chinese language and to understand Chinese society and culture. Chinese language learning is placed in the real and natural Chinese cultural background, so as to reduce the influence of cultural differences on Chinese learning, and help foreign students to master and use Chinese more naturally.

In view of the above, at least the acquisition of mother tongue by children has at least the following six implications for international Chinese teaching:

### 4.1 Provide Contextual Support for International Chinese Learners, and Practice the Communicative Teaching Method

In the process of learning their mother tongue, children will not only rely on the direct communication in the family environment, but also will be deeply influenced by the surrounding social environment. For example, they gradually master the use of language by observing and imitating the words and deeds of the people around them. The universal grammar UG (Universal Grammar) theory proposed by Chomsky (Chomsky) points out that although limited

grammatical rules can produce an infinite number of sentences, when foreign students learn a language to generate sentences, the influence of external environment is also indispensable [6]. In the process of international Chinese teaching, we should create a good language learning environment for foreign students and encourage them to actively use Chinese in communication in class. In the teaching process, the language knowledge should be taught in a specific context, so that students can grasp the language rules more intuitively after understanding the background of the dialogue. This method is much more effective than explaining the grammar simply through example sentences. In order to stimulate students interest in learning, teachers should choose the topics that students are familiar with and interested in in the typical scene, and set the context according to their learning stage. Through imitation and practice in the context, students Chinese level will naturally and rapidly improve. In this way, they can not only better understand and use the language better, but also be more confident and fluent in practical communication.

Hymes (Hymes) communication theory emphasizes that language learning is not only for mastering grammar and vocabulary, but also through practical communication activities [7]. According to this theory, to truly master a language, learners must have the ability to communicate effectively using that language. So, how to achieve effective communication? Relying solely on recitation and reading is not enough, because without the actual dialogue object, language learning will become boring and ineffective. Therefore, language learning needs to be conducted in a social environment so that learners can use the language in a real context.

Although two-language learners do not lack a social environment, relying on classroom environment is not enough to provide sufficient communicative opportunities. To make up for this deficiency, teachers need to create a learning atmosphere similar to the social environment and integrate the elements of the social environment into the classroom. This means that the classroom should be a natural, relaxed and casual place in which students can communicate freely with the target language. In order to achieve this purpose, teachers can combine specific objects or scenes and use communicative methods for teaching. Communication method emphasizes language practice in real or simulated communicative situations, so that students can use the learned language knowledge learned in the actual context, so as to improve their communicative ability. In this way, students can not only better master the language knowledge, but also can use the language they learn more freely to communicate effectively in real life.

#### **4.2 Tolerance of Learners Language Mistakes in International Chinese Teaching**

The acquisition of language is a process of making mistakes. The difference between learners lies in the degree and severity of mistakes. Children can also make mistakes in acquiring a language, and adults will laugh it off. Even think that the children are innocent and lovely. The first challenge for adults to overcome in learning two languages or foreign languages is not vocabulary or grammar, but anxiety. Language teaching

must first reduce the psychological anxiety to a minimum [8]. This study concluded that the problem of fluency should be prioritized over accuracy during language acquisition. In other words, learners should actively promote their oral English to express themselves, and adopt various strategies to stimulate their willingness to "speak". The success of language learning depends largely on whether the learner dares to express it, and once the fear of expression is overcome, the anxiety problem is solved. In the process of language learning, there is no need to overemphasize seriousness. It is normal for learners to make speech mistakes or use intermediary language before mastering the authentic Chinese expression, and the existence of foreign Chinese should be allowed. It usually takes several years for children to go from the early stage of language acquisition to be able to express it accurately, while adults also take a long time to learn a second or foreign language.

#### **4.3 Encourage International Chinese Learners to Use the Target Language Creatively**

In the process of children's mother tongue acquisition, learners gradually acquire the grammatical structure, and expand the scope of language application on this basis. Through creative reasoning, they apply the acquired language knowledge to new situations and start the journey of language innovation. Although learners may ignore some exceptions to the grammar, leading to errors, these errors are critical to language ability development. In international Chinese teaching, teachers should encourage students to use Chinese boldly and express their opinions and emotions according to their personal thinking. Teachers should not worry too much about students mistakes, nor should they overemphasize the restrictions of grammar rules. Some students follow the grammar rules mechanically in the learning process, which limits the language freedom and creativity, which is not conducive to the flexible use of language. Language is the carrier of thought, and grammar rules are only tools to express ideas, not putting the cart before the horse, relying too much on rules and ignoring the flexibility and creativity of language.

In international Chinese teaching, the goal of teachers is to help students to transform their Chinese knowledge into Chinese thinking ability, and then into Chinese communication ability. Through continuous teaching practice, students can correct their grammar mistakes in practical application, while teachers can help students to deeply explore the potential of Chinese learning through guidance and encouragement. Teachers should create a relaxed learning environment, so that students can learn from mistakes, make progress in practice, and gradually improve their language use ability. In this way, students can not only master the language knowledge, but also cultivate the sensitivity and creativity to the language, and finally achieve fluent communication in Chinese.

#### **4.4 Strengthen the Written Language System Training based on the Advantages of Oral Language Acquisition**

In the process of Chinese learning, foreign learners are often inferior to their oral ability in written language, and the causes of this phenomenon are complicated. On the one hand, the

other hand, the Chinese of the the is is difficult. Through in-depth research, we found that foreign students with weak written expression ability also had deficiencies in training their native language. In addition, students fear of Chinese character writing and their strangeness to the Chinese written language expression system are the key factors leading to the lack of written language ability. To some extent, this phenomenon is similar to the advantages of children in their spoken mother language and the gaps in their written language expression. Both children and foreign students need long-term systematic training to make significant progress in written language expression. These training not only include the practice of Chinese character writing, but also include the cultivation of Chinese thinking and the systematic teaching of Chinese written language system. Therefore, it is particularly crucial to strengthen the teaching of Chinese characters and writing in the international Chinese language education. We have every reason to believe that through scientific and systematic Chinese characters and writing training, foreign students Chinese written language ability will be significantly improved, and may even achieve a qualitative leap.

#### 4.5 Enrich the Chinese Language and Cultural Resource Database to Promote Cross-cultural Chinese Communication

In the process of language learning, the cultural background is of an indispensable importance. For learners, deeply understanding the cultural connotation of the target language is the key to mastering and using the language to communicate fluently. International Chinese teaching not only involves the transmission of Chinese knowledge and skills, but also shoulders the mission of communication and communication of Chinese culture. Teachers should take the initiative to introduce Chinese history, tradition, customs and etiquette norms to students, and enhance students understanding of Chinese culture and stimulate their sense of identity and love for Chinese culture. This cultural identity and love can significantly reduce the barriers in cross-cultural communication and enhance students confidence and motivation in learning Chinese.

In order to enrich the corpus of adult Chinese learning, teachers can adopt diversified teaching materials. for instance, Rhyming rhymes are not only easy to read, Also help students to master the rhythm and rhythm of the Chinese language; Tang poetry, as the essence of Chinese classical literature, The beauty of its language and its profound cultural connotation, It provides students with rich learning resources; children's enlightenment books and children's songs in a concise way, Help students to master the basic vocabulary and sentence patterns; Chinese character animation through vivid image techniques, Promote students understanding and memory of the structure and meaning of Chinese characters; As an important part of traditional Chinese art, Chinese opera, Let the students experience the beauty of Chinese rhythm and the charm of performing art; Small stories and small ads provide a context of life, Help students to apply the language in the actual situation; The small notice contains practical information from everyday life, Help students to better adapt to and integrate into the Chinese environment. These diversified teaching materials constitute a valuable resource for Chinese learning, which greatly enrich students language

learning experience, and improve their language application ability.

## 5. Conclusion

By analyzing the similarities and differences between children's mother language acquisition and adults' foreign language acquisition, this paper reveals the common law in the process of language acquisition, which provides useful enlightenment for international Chinese teaching. First of all, the difference between children's mother language acquisition and adults' foreign language acquisition lies in the age, cognitive level and learning motivation of learners, but there are common aspects in the synchronous development, creative use and language strategies in the process of language acquisition. Secondly, this paper puts forward six enlightenment of international Chinese teaching from the aspects of context support, tolerating mistakes, encouraging creative use, strengthening the training of written language system, and enriching the cultural resource base. Finally, future research directions can further explore how to better apply the advantages of children's mother language acquisition to international Chinese teaching, so as to promote foreign students to master and use Chinese more effectively.

## References

- [1] Li Yuming. Language development in children [M]. Wuhan: Central China Normal University Press, 1995:16-17
- [2] [UK] Halliday, M. The language of early childhood [M]. Beijing: Peking University Press, 2002:49-52.
- [3] [USA] Carroll. Language psychology [M]. Shanghai: East China Normal University Press, 2007:78-79.
- [4] Zhou Guoguang, Wang Baohua. Studies of child sentence development and language acquisition theory [M]. Beijing: Beijing Language and Culture University Press, 2001:99-103.
- [5] Liu Xun. Introduction to Teaching Chinese as a Foreign Language [M]. Beijing: Beijing Language and Culture University Press, 2000:139-140.
- [6] [USA] Chomsky, Noam. Knowledge of Language: Its Nature, Origin and Use[M]. New York: Praeger, 1986:52.
- [7] [USA] Hymes. On Communicative Competence [M]. London: Penguin, 1972:69.
- [8] Jiang Zukang. Second language acquisition study [M]. Beijing: Foreign Language Teaching and Research Press, 1999:167.

## Author Profile

**Hua Lu** Doctor of Literature, Professor at Institute of Literature and Media, Lingnan Normal University, Research field: International Chinese Education.

**Yecai Li** Doctor of Education, Associate Professor at Institute of Teacher Education, Lingnan Normal University, Research field: Curriculum and Teaching Theory.