

Analysis and Teaching Strategy of Chinese Question Pronoun for Korean Students Literature Review

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Abstract

In recent years, as an important part of the teaching of Chinese as a foreign language, it has gradually formed a relatively complete teaching system. However, there are still some deficiencies in the current academic research on the teaching of Korean question pronouns. Although question pronouns are often used in written expression and daily spoken language, due to the complexity of their semantics and collocation, it is difficult for Korean students to learn and easy to make mistakes. The author tries to summarize the relevant literature review on the use of Chinese question pronouns for Korean students, help future generations to put forward feasible teaching strategies, minimize the bias of Korean students in this language project, and make contributions to the teaching of Korean Chinese.

Keywords

Korean Students; Question Pronoun; Bias Analysis; Teaching Strategy.

1. Introduction

This paper intends to study the bias of Chinese question pronouns among Korean students, and now reviews the relevant studies of sages at home and abroad. The author by reviewing a large number of literature, found that most domestic scholars from question pronoun ontology, Chinese question pronoun teaching research, foreign scholars on the basis of rich theory of question pronoun and Chinese teaching discussion, although in Chinese question pronoun nationalization overall teaching research is not comprehensive depth, but have made great contributions to this field.

2. Status Quo of Domestic Research

This section briefly reviews and summarizes the research status of question pronoun ontology in China and the teaching status of pronoun teaching in a foreign Chinese language. The research on the Chinese pronoun ontology is comprehensive and in-depth, but the teaching research of the pronoun in Chinese questions can be appropriately broadened to increase its diversity and richness.

2.1. Study on Question Pronoun Ontology

In the study of question pronoun ontology, many experts and scholars discuss the origin, development and classification of Chinese question pronouns in monographs and papers, and study the perspective of question pronoun ontology in depth.

2.1.1. Question the Origin and Classification of Pronouns

In the 19th century, Ma Jianzhong proposed the word "questioning pronoun", "called" pronoun", which is also the earliest statement of questioning pronoun. Later, Li Jinxi divided the questioning pronoun (pronoun, adjectives and adverb in 1924).

As for the classification of question pronouns, scholars have discussed it from multiple angles, first according to their grammatical function. In Modern Chinese Grammar Speech (1961), Ding

divided question pronouns into three groups: "who", "what", "what", "what", "where", "" where", "long", "how", and "how". This is the first time for the academic community to classify them according to the grammar function of question pronoun, which has an important influence on the specific research of question pronoun for later generations. In Grammar Handout (1982), Zhu exi divided the doubtful pronouns into subjective doubtful pronouns and predicate doubtful pronouns.

The second is to classify them from the semantic perspective of question pronouns. Wang Li (1985) believes that question pronouns should be divided into questioning characters, emotions, questioning number, time and places. In Practical Modern Chinese Grammar (2001), Liu Yuehua and Pan Entertainment question pronouns into five categories: people or things, place, time, degree of method, and number of questions. Zhang bin (2008) question pronouns are mainly divided into two categories: things, time, place, number of "who", "what", "" what", "where", "where", "when", "za", "", "how" how, ask way, traits, reason "how", "how", "how", "how", "how", "how", "why", this is also the further analysis and improvement of the previous scholars.

Some scholars also classify question pronouns from the perspective of pragmatic use. Huang Borong and Liao Xudong divided question pronouns into pronouns, predicates, algebraic words and adverbs.

We believe that with the deepening of Chinese question pronoun research, its classification is refined, and the number of studies is increasing. Through the proposal and supplement of previous theory, the classification principle of question pronouns is not only classified according to the grammar function, and takes into account semantic and pragmatic, which lays a solid foundation for our next research and exploration of question pronouns.

2.1.2. Research on the Usage of Questionable Pronouns

From the data collected at present, question pronouns generally have two questionable and non-doubt usage. At present, the academic community has a relatively consistent view on the questioning usage expressed by question pronouns. Most, they regard questions as a pragmatic meaning rather than syntactic meaning, but its non-questionable usage also implies multiple uses with semantics, pragmatic, context and other conditions.

Some scholars use semantics as a criterion for distinguishing the usage of questioning pronouns. In The Grammar Speech in Modern Chinese (1961), Ding Shengshu proposed the use of questioning pronouns including inquiry, rhetorical question, arbitrary reference and false reference. Among them, "inquiry" is the embodiment of the use of questioning pronouns, while "rhetorical question", "arbitrary reference" and "false reference" are mostly used in the non-doubt use of questioning pronouns. Liu Yuehua et al. (2001) indicate arbitrary (general), rhetorical question and false reference; Zhang Bin believes in New Modern Chinese (2008) that doubt pronoun is arbitrary, false and indefinite in non-questionable usage; Xing Fuyi in Chinese grammar (2016), and proposes its arbitrary and general usage.

Some scholars also use pragmatic as the classification standard and classify the question and non-doubt usage of the question pronoun. Zhu Dexi (1982) believes that doubt pronouns, in addition to the meaning of doubt, are meaningless in the absence of weekly, unknown or unspeakable things within the scope. On the basis of predecessors, Wang Li analyzed the two uses of question pronoun, and proposed that in addition to question usage, there were four special uses of anything, numbers, euphemism and things that cannot be said or said.

We believe that, predecessors systematically discussed the usage of Chinese question pronouns, and several monographs carefully analyzed them. A large number of literature focused on the non-doubt usage of question pronouns, and classified them according to different situations, which created conditions for further exploration of question pronouns. Below, the author will

summarize the relevant academic achievements of questioning usage, non-questioning usage and comprehensive usage of question pronouns, and put forward personal opinions.

The first is the questioning usage of the questioning pronoun. At present, the academic community has a relatively consistent view on the question usage of questions expressed by question pronouns, and mostly regard questions as a pragmatic meaning rather than syntactic meaning. Modern Chinese question pronouns include "who, what, where, where, where, where, how, how, how" and so on. At present, there are not many articles specifically discussing the question usage of Chinese question pronouns, most of which are about their special questions and bearing the corresponding focus meaning.

Many scholars have put forward different opinions. Ni Lan in the modern Chinese question the basic semantic meaning of pronoun analysis (2005) pointed out that the question in question pronoun is the question pronoun usage, the author thinks that question pronoun is not a sufficient condition, only the specific focus of information and the combination of question tone can say. Qi Feng, Chen Zhenyu in the focus of the basic rules -- to Chinese question pronoun as an example (2013), not all doubt expression will question focus, the question pronoun is the focus, the author adopts the only focus, explore the relationship between the focus constraints, the full text to question pronoun example study focus rules, but about the question pronoun focus research did not occupy a large space, and further explore and expand the possibility.

Zhang Chengfeng (2011) believes that the basic question usage of question pronouns refers to the question pronouns used to ask the time, place, character, event, place, nature, state, purpose, and different question pronouns are also different. The author believes that we should summarize the previous research results, make a collocation summary according to the specific question objects of different question pronouns, and explore more feasible laws of question usage of Chinese question pronouns.

Some scholars also make detailed discussions on the semantic category of question pronouns. In the Study on the Semantic Category of Question pronouns (2012), Wang Xiaoyuan proposed that "question" and "reference" are the basic levels of the semantic category of question pronoun. The prototype semantic of question pronoun mainly has two main characteristics: [+question] and [+reference]. It can be seen that the question usage of the question pronoun itself is reflected in its prototype semantics.

To sum up, the question pronoun question can be the specific time, place, people, place, mood, state and so on, question pronoun list the method is we must master, is also the most easy to master, we should focus the question in the teaching process and the tone of words, let foreign students better use such language project.

The second is the non-questionable use of questioning pronouns. Question pronouns are not questioned in all cases, but do not. The in-depth classification of the question pronouns is varied. Some scholars have defined the unquestionable usage of questioning pronouns. Modern Chinese (1981) edited by Hu Yushu classified "question pronoun" in pronoun classification, and calls the non-questionable usage of question pronoun as "active"; Liu Yuehua (2001) gives full reference to Hu Yushu's theory and calls several non-questionable usage of question pronoun as "questionable pronoun" in "Modern Chinese Tutorial" (1992).

Some scholars analyze and study the non-doubt usage of question pronouns from a semantic perspective. As mentioned in the General Theory of Modern Chinese (2016), Shao Jingmin believes that there are four non-doubt uses of question pronouns: arbitrary reference, reference, example reference and false reference. In Modern Chinese (2017), Huang Borong and Liao Xudong extended the non-questionable usage of questioning pronouns as any reference and false reference. In The Non-doubt Usage of Question pronouns (1995), Wei Lijun analyzed the three aspects of the reference, false meaning and emphasis of question pronouns, deepened

the understanding and grasp of the use of question pronouns, and also discussed the overlapping usage of question pronouns.

Some scholars discuss the non-questionable usage of question pronouns from the perspective of pragmatic features. Shou Yongming (2003) has innovatively discussed the negative meaning of the question pronoun, the author to "what" as an example, put forward in the question pronoun expressed the negative meaning, "what" semantics mostly expressed dissatisfaction, hate, disdain, such as " what do you cry?" It is believed that when the doubt pronoun indicates the negative meaning, the usage is restricted by strict language restrictions and context, thus presenting a very obvious pragmatic characteristics. Zhang Yinqiong for the first time in the question pronoun usage -- to "who" and "what" as the main sample of exploration "(2005), in view of the" question pronoun question meaning is not syntactic, but pragmatic meaning " specifically discussed, and the question pronoun non-question usage and preset, question domain, the focus in detail.

In our opinion, the academic community has different classification standards for the non-questionable usage of doubtful pronouns, and has various analysis perspectives. Scholars analyze, study and classify them from the perspectives of function, semantic and pragmatic use, and the results are fruitful.

Finally, there is the other perspectives of question pronoun. Some articles based on the comprehensive usage of doubt pronoun, not only analyze the question usage of question pronoun, but also deeply study its non-doubt usage, and summarize the relationship between the two. Jin Yan and Ni Lan, in the Review of questioning pronouns (2003), Jin and Ni Lan analyzed the questionable and non-questionable usage from syntactic structure, semantic and pragmatic, and systematically discussed the relations between questioning and non-questionable usage for the first time.

Some scholars discuss it from the perspective of other uses of questioning pronouns. In modern Chinese Question pronoun overlapping formula (1998), Hu Songbai summarized three formats of question pronoun overlapping formula: overlapping, gap and connection, and nine common types of question pronoun overlapping formula. Ni Lan (2005) innovation put forward "question pronoun basic semantics of not question, in different context, question pronoun assume different discourse function" assumption, the author thinks that language "doubt" and "ask" is separate, in different context, question pronoun bear different discourse function, the author thinks the author's view open novel, for the future question pronoun usage research put forward new possibilities, worth our learning and reference.

Marina-Gibrzer, in the Multi-perspective Study of Modern Chinese Question pronouns (2005), divides the language meaning of the question pronoun and the synthetic question pronoun, by analyzing the semantics of the question pronoun wandering form (the synonym and the same), and divided them into substance, predicate and additive, and divides the unquestionable usage of the question pronoun into arbitrary pronoun, indefinite question pronoun and example pronoun.

To sum up, with the deepening of research, modern Chinese question pronoun usage research, question usage classification standard is gradually increasing, many scholars began to explore question pronoun of all kinds of usage, summarizes the relationship between its usage and doubt usage, and pay more attention to the specific use of question pronoun, for our question pronoun multi-angle research.

2.2. Study on the Teaching of Questionable Pronouns in Foreign Chinese

From the perspective of the teaching of Chinese as a foreign language, there are not a lot of research results on pronoun teaching, the overall teaching of Korean question pronoun, most of the non-doubt usage or a word bias, the lack of overall in-depth research of the teaching of Korean Chinese question pronoun.

2.2.1. Overall Research on Questioning Pronoun Teaching in Foreign Chinese

About the overall study of Chinese question pronoun teaching, Ding Xuehuan in the international students question acquisition of pronoun research (2009) through the group investigation found that the students use the number of pronoun distribution, mainly affected by syntactic processing difficulty, language universality, the author through case tracking survey summarizes the students question pronoun acquisition process, further put forward relevant teaching Suggestions. Li Wei in the junior Chinese level foreign students question pronoun acquisition study (2010) for the first time in the primary stage of students question pronoun specific acquisition of the study, in the existing teaching and the corpus analysis elementary students question pronoun acquisition characteristics, and find out the six factors affecting question pronoun acquisition difficulty level, the author thinks different question pronoun has different acquisition difficulty level, and the same question pronoun between different usage has different acquisition difficulty level. However, the author believes that in the analysis and discussion of questioning pronouns, the author only systematically describes the bias of the corpus obtained by all kinds of questioning pronouns, and lacks the specific classification of questioning and non-questionable usage of various questioning pronouns.

Tong Lina, Xiao Zhenzhen, Hao Minglu and others are based on previous research on the non-questionable use of Chinese question pronouns in international students. Tong Lina in the international students question pronoun not question usage acquisition order research "(2008) for" who ", " what ", " where "" how "any usage, virtual refers to usage, negative usage, to students study question pronoun situation analysis, at the same time, the innovation combined with teaching material" liberal Chinese ", the textbook question pronoun usage sequence and usage of Chinese teaching Suggestions is put forward. Xiao Zhenzhen in the foreign students question pronoun usage of bias analysis (2014) using the corpus data statistics, bias analysis methods, summed up the question pronoun usage bias in semantic bias and pragmatic bias, and get the cause of the bias, finally for bias related teaching strategy. Hao Minglu and Hou Jun, in the Partial Analysis of the Question Versage of Foreign Students (2016), analyzed the biased analysis of "how" and "what" in the teaching of Chinese as a foreign language, and put forward opinions for teachers, students and the compilation of teaching materials.

Wei Wei and Hao Shuai specifically carry out research on the use of any and false fingers of Chinese question pronouns. By summarizing errors and collocation, they respectively put forward suggestions on future teaching and make teaching designs. Wei Wei in the students question pronoun any refers to usage teaching research (2014), through the modern Chinese corpus question pronoun usage usage analysis, and use the intermediary corpus of students any refers to usage bias, finally put forward some teaching Suggestions for related issues, the corresponding teaching design. In Hao Shuai's Usage of Question pronoun and Teaching Chinese as a Foreign Language (2017), through the analysis of the use and learning of question pronoun, summarized the common collocation of the use of question pronoun, analyzed and summarized the bias of foreign students, and carried out teaching design.

Under the influence of previous multi-angle research, some scholars also began to study the acquisition of question pronouns in a specific country. Cui Baoyuan in the Russian language students question pronoun negative usage acquisition and teaching research (2020), in the question pronoun negative usage and other non-doubt usage on the basis of the research situation of the three high frequency of question pronoun "who" "what" and "which" negative usage, and summarizes the bias types and reasons. In the Study on Reasons and Purpose pronouns Based on Russian (2020), RATKE ALINA specifically discusses the semantics, syntactic and pragmatic characteristics of Chinese question pronoun from the perspective of typology and Russian, and summarizes the collocation and use of Chinese question pronouns. In the article "Research on Negative Use Acquisition and Teaching of Thai International Students" (2020), Zhou Lin carried out research from the perspective of second language acquisition.

Aiming at the two textbooks of Chinese Course and The Road to Success, he pointed out the unreasonable arrangement and put forward corresponding suggestions for improvement. However, the author thinks that the negative usage of the question pronoun is more commonly used in spoken English, while the author's full-text spoken English corpus is not much, which can be increased appropriately.

We believe that the above for the overall study of Chinese question pronoun teaching, most of the research focus on a certain kind, a few question pronoun, and more is the question pronoun usage teaching research, through the analysis of a or a group of question pronoun acquisition, summarizes the Chinese question pronoun collocation of use rule, explore question pronoun related teaching, and the overall study of Chinese question pronoun country teaching is slightly thin.

2.2.2. Research on the Classification of Doubtful Pronouns as a Foreign Language

Gao Yun, Liu Yingting, Zhou Wenting and others studied the classification teaching of pronoun questions in Chinese from multiple angles. Gao Yun in the students "which" question pronoun not question usage acquisition study (2010), the students "which" is question pronoun use of not question usage frequency and acquisition process, summarizes the non question usage acquisition order, analyzes the factors affecting the acquisition order, to Chinese outline and teaching materials.

Liu Yingtai in "international students" how "class question pronoun research" (2014), on the basis of Gao Yun research, the students "how" the acquisition of question pronoun is studied, students learn "how" class question pronoun process, partial misunderstanding from the use of the question function to the use of the use of the conclusion, and through the analysis of the factors that restrict the order of acquisition, put forward the pragmatic teaching mode to strengthen the teaching of pragmatic meaning. Ye Chenqing's questions based on the corpus of pronoun "how" bias analysis (2018), in HSK dynamic composition corpus, on the basis of relevant corpus analysis learners use correct and bias, through the analysis of the causes of the bias, from the perspective of teaching material and teachers to "how" two language teaching advice.

Zhou Wenting "students of" what "the question usage of acquisition research" (2007), using the corpus research method, extracted from the intermediary corpus contains "what" nine kinds of the question usage students sample statistics, analyze the use of "what", put forward Suggestions for related teaching and textbooks. In Wang Guiqiong, ——, take the question pronoun "what" as an example (2019), taking the grammar items in the usage of the question pronoun "what" as an example, How to apply the corpus to the grammar project teaching is elaborated in detail, It is proposed that a corpus suitable for teachers to use in teaching and learners' independent learning should be established, In view of the lack of previous research, Innovative proposal to take into account the construction of the oral corpus, I think this is a very practical advice, Full spoken corpus is conducive to the study of non-questionable usage of doubtful pronouns, It is convenient for teachers to choose the language style for targeted Chinese grammar teaching.

Most of the above literature adopts corpus research method, including HSK dynamic composition corpus, corpus of Chinese students of Jinan University, global Chinese intermediary corpus, and analyzed the corpus of specific question pronouns. However, the author believes that the non-doubt use of doubt pronoun is also more reflected in the oral language, and most scholars are still limited to written corpora, so we suggest to increase the collection and research of spoken corpus.

2.2.3. Research on Korean Question Pronoun Teaching

With the support of the existing research results, some scholars have made a comparative analysis of the relationship between China and South Korea. Hou Wenyu (2012) to the Chinese

and Korean question system and comparison, analyzed the modern Chinese and Korean question pronoun in grammar, grammar, semantic, finally using the two-way comparison method, the correspondence of the Korean question, and the corresponding situation is analyzed and explained.

By consulting the relevant literature of the teaching of Korean question pronoun, the author found three existing research directions. The first is the specific teaching research of Chinese question pronouns. Tang Lu in "how" in the strategy of Korean Chinese teaching research "(2008), from the question pronoun" how "syntax function, semantic characteristics, using the comparative analysis theory and intermediary language theory analyzes the Korean students" how " acquisition process of bias, summarizes the teaching method of application to Chinese language grammar teaching. In the Partial Analysis of "How" in Chinese intermediary Language (2010), the investigation of Korean students analyzes the bias of learners, and finally puts forward several ideas for improving the teaching method of teaching Chinese as a foreign language. Wu Yunwen in the Korean students question pronoun "how" acquisition bias and teaching strategy (2015) innovation from the question pronoun "how" vocabulary meaning, syntactic function and comparison with similar word research as a breakthrough point, through the study of the word "how" the analysis of bias reasons, applicable to the Korean students teaching methods, textbooks.

The second is the study of the non-doubt usage of Korean question pronouns. In the Study on the bias of Korean International Students (2014), He Yilin made the first study on the bias of Korean international students from the teaching point of view. Zhang based on the research, in the Korean students question pronoun not question usage acquisition and teaching research (2018), the same choose question pronoun not question usage as the breakthrough point, the first analyzed the Korean students for Chinese question pronoun non question usage periodic acquisition difficult order, and from syntax semantic, native language migration, outline, teacher teaching perspective provides more detailed reason analysis and solution.

Finally, the overall teaching research of Korean question pronouns. In Sun Jin-chen's Research on Question Parpronouns in Korean Chinese Teaching (2021), the first time. The author takes seven question pronouns as an example to summarize the use and bias of different Korean question pronouns by Korean learners. The author believes that this is an innovative point of the national teaching of Chinese question pronouns. Through the analysis and research of the question pronoun bias of Korean students, it is conducive to carry out the teaching of Korean Chinese and improve the teaching quality. However, the author only selected seven question pronouns for classification research, and did not summarize the specific acquisition characteristics, which is also worth our further discussion.

In our opinion, the number of articles related to the teaching research of Chinese question pronouns is not large, and most of them are focused on the non-doubt usage of a specific question pronoun or question pronoun, and there is room for expansion and innovation in the overall teaching research of Korean question pronouns.

3. Status Quo of Foreign Research

The current situation of foreign research mainly refers to two aspects: theoretical basis, and foreign related research. The following author will integrate and elaborate on the reference literature from these two aspects, and put forward personal opinions in the paper.

3.1. The Theoretical Basis of This Study

Theory is an important basis and essence of developing practical activities. The teaching research of question pronoun in the teaching of Chinese as a foreign language is closely related to mediation theory, bias analysis theory and learning transfer theory. Using these theories to

the teaching of question pronoun in Chinese as a foreign language will provide new ideas and methods for subsequent research.

3.1.1. Interlanguage Theory

Intermediary language (Interlanguage) refers to a language system unique to second language learners. It is generally believed that the symbol of the formation of the mediation language (interlanguage) theory is the American scholar L. Article, "Interlanguage", published by Selinker in 1972. Many scholars believe that the introduction of intermediary language theory has changed some ideas of the teaching of Chinese language to some extent. The center of intermediary language research is language learners, who pay attention to the search of two-language acquisition rules, which has been widely concerned by the teaching circle.

The author believes that by studying the intermediary language, we can not only understand the general rules of Korean students learning Chinese question pronouns, but also explore the types and causes of their bias in the use of Chinese question pronouns. Using intermediary language theory for the teaching research of Chinese can help teachers teach Chinese as other languages more effectively, so that Korean students can better master and use Chinese question pronouns.

3.1.2. Partial Error Analysis Theory

"Partial Error Analysis" refers to the regularity error of two-language learners in the process of destination language learning. In 1967, the S.P. The publication of the Corder paper "The significance of learner's errors is a sign of the start of biased analysis research abroad." Corder believes that bias analysis should follow five steps: collecting corpus, identifying bias, classifying bias, explaining the causes of bias, and assessing the severity of bias.

Lexical bias is an important part of all levels of language learning. In the intermediary language system of foreigners who learn Chinese, word bias is numerous and occurs almost with the beginning of learning. With the increase of vocabulary, more and more word biases occur. Chinese pronouns have rich semantics and diverse language use, foreign students are prone to bias in the specific application, and even "fossil" phenomenon, that is, "some learners learn to a certain extent in a certain form of language".

So far, bias analysis has basically formed a set of relatively effective bias analysis methods and procedures, which has a great guide for the teaching and research of Korean and Chinese question pronouns.

3.1.3. Learning Transfer Theory

Learning transfer theory refers to the influence of the learner's original experience on the knowledge to be learned, specifically for the purpose of language generalization and negative transfer of mother language. In the study of pronoun bias among Korean students, we should pay attention to this reason, and make full use of the positive role of positive migration in teaching suggestions to avoid the hindering effect of negative migration, so that learners can avoid such bias and improve the learning efficiency of learners.

3.2. Related Foreign Research

Tony Hookins conducted a systematic survey of English question pronouns, the author proposed in *A Systemic Development of the Interrogative Pronouns and Adverbs* (2005): "in English questioning is the most common". Based on the reference of a large number of literature, the author revisited the question pronouns and adverbs, and finally proposed a systematic framework of using question pronouns and adverbs, which is worth our reference and further use research.

In the article *Teachers' Conceptions of Approaches to Teaching: A Chinese Perspective* (2015), Junjun Chen discusses the nature and purpose of teachers' teaching and students' learning phenomena on teachers' teaching methods and students' learning achievements, and further

advocates various student-centered teaching activities. In *Imagined Community, Identity, and Teaching Chinese as a Second Language to Foreign Students in China* (2017), Feng Teng expounds the self-identity of teachers in teaching Chinese as a foreign language, and discusses the relevant suggestions for teachers and specific teaching in the teaching of Chinese as a foreign language. In *Challenges Encountered in a Chinese Immersion Program in the United States* (2017), Ya-Ling Chen and other scholars analyzed and studied the specific performance of American students, explained the challenges of Chinese immersive courses and put forward relevant strategies.

MA Shudong, Weiming Peng and other scholars have expounded and analyzed the application of Chinese question pronouns. MA Shudong in *Nonlocal Reduplication of Interrogative Pronouns Beyond Donkey Sentences: The Exemplar Construction Approach* describes the non-local overlap of questioning pronouns. In *Study on Classification of Interrogative Words and Interrogative Pronouns* (2018), Weiming Peng and other scholars, through the description and analysis of Chinese question words and their sentence patterns in the Warring States Period, came to the specific classification of Chinese question words: question pronouns, question words and question adverbs.

The above are the question pronoun, two language teaching and other aspects in foreign research. Through the research of scholars, we believe that the intermediary language theory, bias analysis theory and learning transfer theory can help foreign students to better avoid bias and learn the correct usage of Chinese question pronouns. At the same time, it can also be found that foreign scholars' research on question pronoun teaching is relatively scattered, and we can further expand on the basis of fully learning from their excellent theories.

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