



# Research and Analysis of "Ba" Sentence Teaching Based on Cognitive Psychology

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**To cite this article:**

Tiantian Sun. Research and Analysis of "Ba" Sentence Teaching Based on Cognitive Psychology. *American Journal of Education and Information Technology*. Vol. 3, No. 1, 2019, pp. 1-5. doi: 10.11648/j.ajeit.20190301.11

**Received:** December 16, 2018; **Accepted:** January 2, 2019; **Published:** January 31, 2019

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**Abstract:** The word "Ba" has always been the focus of teaching in teaching Chinese as a foreign language, and it is also a difficult point for foreign students in language learning. Cognitive psychology is a new discipline that emerged in the 1950s. The view that cognitive process is an information processing process has influenced many disciplines, among which teaching Chinese as a foreign language is one of them. In order to reduce the errors in the use of "Ba" sentences by foreign students, this paper mainly adopts the literature research and interdisciplinary study. Firstly, according to the object in the sentence, the "Ba" sentences can be divided into six types, and then based on the literature investigation, summarizes the previous three unreasonable teaching methods, and then according to the structural characteristics and components of the "Ba" sentence, its errors are divided into four major types and seven minor types, according to the cognitive psychology "information processing theory" point of view, and put forward four kinds of "Ba" sentences teaching method. From the perspective of cognitive psychology, the knowledge of "Ba" sentences can be effectively processed to strengthen students' memory and reduce errors in the output. It is hoped that the method of combining the two disciplines can bring new enlightenment to the second language teaching.

**Keywords:** "Ba" Sentence, Cognitive Psychology, Bias, Teaching

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## 1. Introduction

As a common sentence in modern Chinese, "taking" is also the key sentence pattern in the primary and intermediate stages of teaching Chinese as a foreign language. However, because of its complex types and special sentence patterns, many foreign students often can not use this sentence properly in a certain context. Cognitive psychology is developing day by day, each discipline regards it as the theoretical foundation, in order to better excavate the discipline law, guide the discipline research. Applying cognitive psychology to teaching Chinese as a foreign language is a new trend in the development of second language teaching. For example, Liu Chen (2004) [1] studied vocabulary teaching of Chinese as a foreign language from the perspective of cognitive psychology, Jin Xuan (2006) [2] studied the application of cognitive psychology in teaching Chinese as a foreign language reading. Tang Yu (2017) [3] analyzed the teaching materials of Chinese as a foreign language from the perspective of cognitive psychology. The compilation, these research results provide a theoretical basis

for the study of this paper.

From the perspective of cognitive psychology, this paper attempts to explore the teaching form of "character" sentence, which provides a new perspective for teaching Chinese as a foreign language.

## 2. Overview of Cognitive Psychology

Cognitive psychology came into being in the 1950s. It studies its psychological mechanism on the basis of human behavior. It is called "information processing psychology" [4], which is also called information processing psychology. Cognitive psychology is closely related to western traditional philosophy. Unlike behavioral psychology, it focuses on the role of knowledge and holds that knowledge is also the main determinant of human behavior. Cognitive psychology, based on information processing, studies human "advanced" psychological processes, such as feeling, perception, memory, attention, language, thinking, and so on. It also studies the

development of artificial intelligence and children's cognition. Cognitive psychologists do not pay attention to human external behavior, but study the internal mechanism of human psychology, such as the study of human memory process, including the processing, storage, extraction of information and other steps. Cognitive psychology simulates artificial intelligence, regards the process of human cognition as a process of information processing, human cognitive process is divided into several stages, each stage has information input, is a module with a specific operation. “response” is the feedback to each stage of the operation, that is, “output.” Because psychologists can not directly observe the psychological process of human beings, it is necessary to study and infer the information of “input” and “output”. Cognitive psychologists also emphasize the role of strategies in the cognitive process. When faced with a lot of information, people can not focus on all the information, nor can they react to all the information at the same time, so people must adopt certain strategies to deal with it.

### 3. Overview and Classification of “Ba” Sentences

#### 3.1. An Overview of Ba Sentences

The sentence “Ba” is defined in grammar as an active verb predicate. In the fifties and sixties of the last century, in the textbooks for Chinese as a foreign language, scholars defined it as a sentence pattern with the function of early object. After the 1970s, scholars began to put forward the “disposal theory”, Shen Jiaxuan (2002) [5] is a supporter of the disposition theory. He demonstrates that the grammatical meaning of the sentence “Ba” means “subjective disposition”. That is, when emphasizing a verb to deal with something, and showing the result of disposal, we can use the word “handle”.

#### 3.2. Classification of Ba Sentences

The sentence “Ba” can be divided into the following types according to its structural characteristics:

1) “Ba” sentence with complement

For example: Make the classroom clean and clean. /Put your braids on high.

2) A “Ba” sentence with an object

For example: The cherry tree was chopped off a branch. /The bag was ripped out of a hole.

3) An adverbial “Ba” sentence

For example: Put the steamed bun in your mouth. / Put the chalk on the podium.

4) A “handle” with the word “to” or “to”.

For example: Let the bird go. /Take the cow.

5) A “Ba” sentence with an overlapping verb

For example: Get your mind straight. / Pick the good fruit.

6) A “Ba” sentence with a double syllable verb

For example: Narrow down the page. /Greening the desert.

### 4. The Present Situation of the Teaching of “Ba” Words and Phrases

#### 4.1. Unreasonable Arrangement of Teaching Materials

The teaching sequence is mainly reflected by the teaching materials. In addition to the acquisition of Chinese grammar after class, the most important thing for foreign students to learn is to understand and familiarize themselves with the important contents through teaching materials and corresponding exercises. It is the key for foreign students to learn Chinese grammar with clear logic, prominent emphasis and targeted teaching materials. Similarly, in order to be proficient in the use of “Ba” sentence, reduce the use of all kinds of errors, the corresponding knowledge in the teaching materials must be in line with the above principles. On the contrary, there are many defects in all kinds of Chinese teaching materials, such as “New practical Chinese textbook”, “Chinese course” and so on. Liu Boyu (2016) [6] Through the investigation of the syllabus for the elementary stage of teaching Chinese as a foreign language, it is found that the difficulty and frequency of the grammatical points of the two adjacent “Ba” sentences in the syllabus are quite different, which does not conform to the principle of gradual progress. In some textbooks, it is often a single sentence pattern with the corresponding formula, and the lack of corresponding practice. Some textbooks are only aimed at the content of the text of the “Ba” sentence, so that foreign students can not systematically learn this kind of sentence structure.

#### 4.2. The Teaching Sequence Is Inconclusive

Scholars have different arguments about the teaching order of “Ba” sentences. On the one hand, the form of “Ba” sentence is complex and diverse, and there are many implicit rules, so it is inevitable that foreign students “step on thunder” in the course of daily use. On the other hand, this kind of sentence pattern is frequently used in daily life, which makes it difficult to learn and difficult to use. Some scholars believe that the teaching of “Ba” sentences should follow the order from easy to difficult, but other scholars think that “Ba” is more complicated and can not be arranged in the basic course of teaching. Faced with the special situation of “Ba” sentence, some scholars have put forward a special hierarchical teaching method, but from the point of view of the present, this teaching method still has little effect.

#### 4.3. Inconsistent Teaching Methods

In the case of different contents of Chinese textbooks and different opinions of scholars at home and abroad, teachers also differ greatly on the teaching methods of “Ba” sentences. Ren Yuhua (1998) [7] based on the theory of three planes, put forward the teaching method of “Ba” sentence in three stages and five steps. Wang Tingjie (2001) [8] put forward four methods of introducing context and highlighting word order to teach the Ba sentence to ethnic minorities. Zhao Chunqiu (2006) [9] According to the five

steps of semantic understanding, pragmatic explanation and structural analysis, designed the classroom teaching method of “Ba” sentence. Ding Xiaoli (2007) [10] analyzed the role of comprehensive teaching method in the teaching of “Ba” sentence in the primary stage. Some teachers pay more attention to the use of “induction”, through a series of examples of sentence learning, summed up the corresponding formula, and then by the students memorize and learn to use. This method enables foreign students to make accurate judgments on familiar sentence patterns in time, but they often have no way to start when they encounter unfamiliar sentence patterns. Some teachers use “deductive method” to teach “Ba” words and phrases. Generally speaking, the teaching method is to give the formula that needs to be learned first, then strengthen the practice of this kind of sentence pattern through example picture, sentence construction and so on. Students generally have a high interest in learning this kind of learning methods and can master some sentence patterns through active participation in practice. However, the disadvantage of this method is that there are many formulas for enumerating sentence patterns, which is easily confused by students.

## 5. Analysis of Errors in the Use of the Word “Ba”

Different scholars have different opinions on the types of errors in the “Ba” sentence. According to the nature of errors, Li Baogui (2004) [11] divides them into four types: omission, should be used but not used, should not be used but used, and word order errors. Yang Liu and Cheng Nam Chang (2008) [12] based on the analysis of the learning situation of Ba sentence by Vietnamese students at the intermediate and advanced stages, the errors of Ba sentence can be divided into four types: omission, incorrect addition, incorrect substitution and wrong sequence. According to the characteristics and classification of the “Ba” sentence, this paper divides the types of errors into the following points:

### 5.1. Errors Related to Predicates

In the understanding of “Ba”, we generally think that the meaning of the sentence indicates the influence and function of the subject on the predicate, therefore, according to the common understanding of “disposition”, the predicate verb in the sentence denotes a kind of disposition meaning. In other words, the predicate in the sentence can cause the object to change, produce the result, or form a certain state. Therefore, in the “Ba” sentence, the predicate verb can not be acted by a single verb, and other elements, such as complement, object, adverbial, overlapping verb, etc., should be used to express the influence of the predicate on the object.

#### 5.1.1. Bias Caused by Lack of Object

- a) \* Li Ming did the examination paper.
- b) \* keep the sugar in your pocket.

- c) \* remember grandma's words.

In the above “Ba” sentence, there are no other additional elements except the subject and predicate, so it is impossible to express the meaning of the predicate to the object, so in the “Ba” sentence, there can be no lack of the object element.

#### 5.1.2. Errors Caused by Improper Use of Predicate Verbs

- 1) A bias caused by a predicate such as envy, jealousy, liking, thinking, etc.
  - a) \*I envy my roommate.
  - b) \*My sister liked the cafe.

Foreign students often mistakenly use psychological verbs as predicates when they learn the word “Jian”, but in fact, psychological verbs only indicate a state of mental activity and cannot be dealt with, so they are not grammatical in their use. This kind of verb also “willing, hope, believe, love, approve” and so on.

- 2) Errors caused by predicates such as reduction, addition, presence, possession, etc.
  - a) \*The soldiers had the bullet.
  - b) \* I added my clothes.

Existential verbs are often used to indicate the existence, appearance or disappearance of people or things. In existential sentences, predicate verbs only mean existence, appearance or disappearance, do not mean action, only indicate the continuity of state, so the object component can not be disposed of.

- 3) A bias caused by a predicate, such as equal, yes, call, surname, etc.

The judgment verb is also called the associative verb, its main function is to connect the subject and the object, to make the judgment to the subject. The judgment verb also does not mean the action, the meaning is quite abstract, therefore also can not carry on the disposition to the object, therefore the judgment verb cannot be used as the predicate in the sentence “Ba”.

- 4) The error caused by the predicate of a formal verb, such as giving, extending, etc.

The formal verb itself has no real meaning, and its object can only be used as gerund or gerund centered phrase. Because its meaning does not mean the action, therefore cannot carry on the disposition to the object, therefore also cannot be used as the predicate in the word “Ba”.

### 5.2. Errors Related to Adverbials

#### Adverbial Misplacement

- a) \*If you don't wash your clothes, you can't go home.
- b) \* how do you bring the baby?
- c) \* I've cooked the meal.

The adverbials in sentences 1, 2 and 3 are respectively used as negative adverbs, relative adverbs and temporal adverbs. However, such adverbs should be placed before, rather than after, the word “put” as an adverbial.

- d) \*He hurled the paper plane at the classroom and ran away.

In general, the adverbial should be placed before the word “Ba”, but when the locative phrase led by the preposition is

used as the adverbial, the adverbial should be placed after the word “Ba”.

### 5.3. Errors Related to Objects

#### 5.3.1. Indeterminate Object

- a) \*I drank a bottle of water.
- b) \*We ate a pound of beef.

In general, the object of the word “Ba” refers to something both sides of the conversation know. When an object is modified by a quantitative phrase, it loses its definitional nature and is therefore ungrammatical.

#### 5.3.2. Object Misplacement

- a) \*The younger brother splashed the basin of water.
- b) \*We wiped out the enemy troops.

According to the “disposition” theory of “Ba” sentence, its structure is often “Ba” to deal with the object and make it shift, that is, the “Ba” sentence should conform to this syntactic structure: subject + “Ba” + object + action. Therefore, the object is generally followed by the word “Ba”.

### 5.4. Errors Related to Complements

#### 5.4.1. Directional Complement Bias

- a) \*You didn't carry the cat in the house.
- b) \* have your sister drive the car in the garage.
- c) \*The pattern is so strange that I can't see its lines.
- d) \*The secret is so important that I want to go on with it.

When compound directional verbs are used as predicates in “Ba” sentence, the general grammatical structure should be subject + “Ba” + object + predicate + place word + complement. In sentences 1 and 2, “embrace” and “advance” are verbs with directional meaning, followed by the corresponding local words, followed by a complement, which is a special use in Chinese.

In the example sentences 3 and 4, although there are tend to complement “come out”, “go down”, but the word here has no practical meaning, does not mean the real spatial displacement. In the word “Ba”, if there is a directional complement, it is generally a verb that can indicate displacement to reflect the meaning of “disposition”. In example 3, “come out” means to distinguish and distinguish; in example 4, “go down” means to continue to do something, and none of them means a change of position. Therefore, it is inappropriate to use the word “put”.

#### 5.4.2. Possible Complement Bias

- a) \* Xiaocong ate these noodles.
- b) \*Sun Wukong made the house small.

The possible complement is a hypothesis and estimate of the result, that is, the possible complement does not represent a completely exact result. In the above two examples, although there is a verb that sends out an action, there is no corresponding result, and the word “Ba” should conform to the combination requirement of “dispose + result”, so the complement may not be able to enter the word “Ba”.

## 6. Teaching Method of “Ba” Sentence Based on Cognitive Psychology

1. Pay attention to the input and output of information, pay attention to the feedback information provided by students. In the process of information processing in cognitive psychology, input and output are the two most important steps. In the teaching process of “Ba” sentence, teachers often ignore the fine teaching of input and output in order to speed up the teaching progress, thus breaking up the relationship between the steps. In this teaching process, viewing, listening and reading belong to the process of input, while speaking and writing are the process of output. To make the learning effect remarkable, the first principle to be followed is to make the input information far greater than the output information. In order to make students master the word “Ba” better, we should provide students with sentence practice materials from many angles and frequency, and create a suitable context for students to increase the amount of information input. Pay attention to the feedback of students, for the practice submitted by the students, identify the types of errors, focus on time classification explanation.
2. In order to improve students' memory of complex sentence patterns, various senses are used to stimulate students. In cognitive psychology, “memory” is the second stage of the process of information processing, and also the main module of its research. In order to avoid forgetting, one of the memory strategies is to use multiple sensory stimuli, that is, “eye to, ear to, hand to, heart to”, to strengthen memory. In the teaching of “Ba” sentence, the teacher can show the picture of the sentence content, play the recording of the sentence, lead the student to follow, and ask the student to write it down with a simple pen. Under the stimulation of seeing, listening, speaking and writing, the students can have a deep memory of the “Ba” words and sentences learned, and thus deepen the teaching effect.
3. Recognize the physical and psychological differences among students of different ages, countries and levels of study, and pay attention to teaching students according to their aptitude. In the same class, because of the difference between the students' cognitive level, they can not master the contents of the teaching simultaneously, especially for the complex and changeable sentence structure of “Ba” sentence, and the students' learning level is even more uneven. For students with different cognitive levels, teachers should adopt targeted teaching methods, such as requiring students with weak foundation to strengthen practice, and for students with higher learning level to lead them to share learning skills and pay attention to reviewing and consolidating to avoid forgetting. In addition, teachers can classify the pragmatic and grammatical knowledge involved in “Ba” sentences, and teach students with different cognitive levels according to

their corresponding levels, so as to teach students in accordance with their aptitude.

4. Attach importance to the influence of students' original knowledge and experience related to "Ba" sentence on complex sentence patterns. Cognitive psychology based on information processing theory believes that information processing is the process of learning new knowledge not only needs to incorporate new information but also needs to take the original knowledge and experience as the basis for building a new knowledge system. Before learning the word "Ba", the student can express a part of the simple sentence which can be expressed in the "Ba" sentence. Teachers can use the simple sentences that students have mastered and gradually guide them into "Ba" sentences, which can not only eliminate the students' psychology of fear of difficulties, but also help students form their own related knowledge system by establishing a linked knowledge network. And have a deep memory of it.

## 7. Conclusions

Cognitive psychology provides new ideas and methods for grammar teaching in teaching Chinese as a foreign language. This paper first clarifies the concept of cognitive psychology, classifies the "Ba" sentence according to its structural characteristics, and gives a concise introduction to the two situations. Then it combs the teaching status of the "Ba" sentence, which provides some references for the causes of the errors in the "Ba" sentence in the following article. Combining the viewpoint of scholars and the structural characteristics of Ba sentence, four types of errors in Ba sentence are innovatively put forward. Finally, four teaching methods of Ba sentence based on cognitive psychology are put forward.

The core point of cognitive psychology is to emphasize input, to process input information, and to adopt the method of information processing theory to study human psychological activities. The learning and application of the "Ba" sentence is not a process of mechanical memory, but a process of correct input and output. By using cognitive psychology, we can effectively process the grammatical knowledge of the input "Ba" sentence, strengthen the connection between the original knowledge and the new

knowledge, improve the correct rate of output, and to a certain extent reduce the use errors of foreign students. By combining the two, this paper hopes to bring new thinking to the teaching of "Ba" sentence in TCFL.

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