

Comparison of Syntactic Differences between Chinese and Spanish

Ying Shan

Northeast Normal University, Changchun, Jilin Province, 130022, China

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Abstract: Against the background of volatility of polity and diplomacy in the world, this paper makes objective reviews on the literature used by scholars home and abroad for research of syntactic differences of Chinese and Spanish in recent years from the perspective of syntactic difference, conditional sentence and other methods of Chinese and Spanish through literature research, comparative analysis and summarizing as well as other research methods based on the elaboration on the background and significance. In general, the status quo of research in syntactic difference of Chinese and Spanish was made clear and this paper analyzes the shortcomings of research in syntactic differences of Chinese and Spanish and expounds the research results of Chinese and Spanish, which provides references and evidence for research in syntactic difference of Chinese and Spanish.

1. Background

Since the 19th National Congress of the CPC, China has entered a new era for development. In the new era, China's economy, the society, culture and diplomacy have entered a new stage of development. In addition, the sense of responsibilities China has shown as a major power in the world in response to the onslaught of COVID-19 pandemic has fostered image of a responsible country in the international community. As a result, an increasing number of countries established diplomatic ties with China. In order to meet the challenges posed by the great changes in world politics and diplomacy and promote the prosperous development of China's diplomatic cause, we should regard language education as an important work to cultivate talents. Especially in the promotion of "One Belt, One Road"(OBOR) initiative, more talents who master multiple languages are required.[1] According to the survey, the number of domestic students learning English as a second foreign language exceeds those learning Spanish. There are relatively less students in China who learn Spanish, Japanese, Korean and English. Beside, with the further advancement of "OBOR" initiative and exchanges in cross-border business, foreign politics, economy, culture and others, more proficient learners in Chinese and Spanish are needed and more efforts should be redoubled to cultivate talents in Chinese and Spanish to greatly promote the development of diplomatic cause. With the continuous improvement of the world people in financial strength and frequent nongovernmental exchange among people in the world, more people choose to go abroad and come to China for traveling, based in this, the number of students learning Chinese and Spanish is increasing accordingly. Against such background, this paper proposes the important project to study the syntactic differences of Chinese and Spanish from the perspective of differences in culture, thinking and syntax, which is of great importance to the development of diplomatic ties, teaching and students development.

2. The Significance of the Topic

Language is an important tool for people in communication in social life. Differences in geographical location, culture, behavior and way of thinking create language differences between different countries in the world. In order to better carry out diplomatic activities and promote cultural, economic and trade development, countries need to learn each other's languages and master language communication tools. In order to better promote the development of China's diplomacy, economy, cultural exchanges and teaching of Chinese, improve the efficiency of

students in learning Chinese and Spanish and improve teachers' teaching level, this paper has carried out an in-depth study on the syntactic differences between Chinese and Spanish. This paper has important theoretical and practical significance to the research of this subject.

First, the theoretical significance. Study of syntactic differences between Chinese and Spanish can further enrich the teaching methodology of Chinese and Spanish in syntax, and provide guidance in teaching method for educators engaged in Chinese and Spanish teaching. The second is to further enrich relevant theoretical knowledge of language learning through in-depth study, explore the rules of Chinese and Spanish learning, and provide theoretical guidance for students learning Chinese and Spanish.

Second, the practical significance. In the context of great changes in world politics and diplomacy, more language talents are needed to support the promotion of national diplomatic strategies. Second, it can promote friendly exchanges between countries and stimulate the development of diplomatic economy and culture. It can provide guidance for students in teaching and learning and students can understand the differences in culture, thinking of Chinese and Spanish to learn the language of Chinese or Spanish rule, improve the efficiency of language learning to break the obstacles in learning Chinese and Spanish.

3. Status Research at Home and Abroad

3.1. A Study of Syntactic Differences between Chinese and Spanish

Scholars Julio Juan Tang Zambrana (2012) proposed in the *“Investigation on learning Chinese among Students with Latin American and Spanish Background--Taking Latin American Students in Guangzhou As An Example”* that teachers responsible for Chinese should improve teaching methods for Chinese for Spanish students, especially to improve the learning efficiency of Spanish students.[2] Scholar Zhang Wei (2014) made a thorough study of negative transfer of Chinese in learning syntax of Spanish from the perspective of negative transfer in *“The Phenomenon of Negative Transfer of Chinese in Learning Syntax of Spanish”* and analyzed the logical development of language transfer theory. Besides, it also regulated the relationship between the second language acquisition and native language and it was believed that the research results on English syntax was relatively diversified, while there were few literature on syntax of Chinese and Spanish [3]. Teachers engaging in teaching in Chinese and Spanish should invest more energy in research of syntactic differences of Chinese and Spanish. Huang Yao (2016) analyzed the differences in grammatical morphology, syntax of Chinese and Spanish from the perspective of cultural background of China and Spain in *Cultural Analysis on Grammatical Differences of Chinese and Spanish* to reveal the concrete discrepancy in thinking of the two countries. Besides, considerations and researches on enlightenment of differences of China and Spain in grammar and thinking to the second language and Huang Yao also put forwarded new requirements for educators in charge of the second language teaching in the objective conditions that the two countries vary from each other in thinking. Relevant teacher should probe into the cultural differences and thinking differences behind the syntactic differences of Chinese and Spanish to foster a teaching atmosphere in teaching the second language with cross-culture with the ultimate purpose to continuously improve the teaching level for Chinese and Spanish. At the same time, the scholars devoted themselves to the research on syntactic differences of Chinese and Spanish and the sentence components were analyzed based on the specific sentences to expound the knowledge about subject and predicate. Besides, comparative study on word order was conducted, pointing out that the assertive sentence of Spanish was dominated in the form of subject-predicate that was not as fixed as Chinese in form. In a *Study on Chinese Adverbial Word Order Errors of Native Spanish Learners*, Yao Yangzi (2018) proposed that there are significant differences between Chinese and Spanish. Besides, [4] this scholar studies the specific word order and adverbial errors of Chinese and Spanish and puts forward specific strategies.

In introspective of research literature on syntactic differences of Chinese and Spanish conducted the experts and scholars at home and abroad in recent years, it can be seen that there are an increasing number of students learning Chinese and Spanish and mounting number of experts and

scholars engaged in teaching Chinese and Spanish. Despite the the gap between the research results in syntactic differences of Chinese and Spanish and in English, the teaching and research in Chinese and Spanish showed a good development momentum. As for the syntactic differences of Chinese and Spanish, domestic and foreign scholars have put forwarded different views from different perspectives. However, there still lack systematic research on syntactic differences of Chinese and Spanish. Meanwhile, there still exist problems of generalized and superficial investigation on the syntactic differences of Chinese and Spanish among scholars and teachers engaged in teaching of Chinese and Spanish.

3.2. A Comparative Study of the Syntactic Differences between Chinese and Spanish in Other Aspects

In recent years, with the further advancement of diplomatic “*OBOR*” *initiative* initiated by China, China conducted an increasing number of exchanges with Spain and other countries and more students from China and Spain choose to have further education in China and Spain. In order to better implement learning and teaching activities in Spanish and Chinese, domestic and foreign experts and scholars made researches on syntactic differences of Chinese and Spanish from several aspects. For example, in the study of adverbial clauses in Chinese and Spanish, scholar Y.S. Chien (2015) analyzed the differences between Chinese and Spanish in terms of conditional clauses and adverbial clauses. Scholars Elena Marco Oliver (2018) conducted research on concept, category, semantics and lexical functions of conditional sentences of different language system in *A Comparative Study of Spanish and Chinese Conditional Sentences*[5]. Comparative analysis was made on the conditional sentences of the two language systems, which further enrich the research data on conditional sentences of Chinese and Spanish and gives scholars enlightenment on way of thinking behind differences of conditional clauses of Chinese and Spanish. Yao Guanqiang (2020) conducted research on lexical differences of conditional sentences and on cognitive pattern and design of teaching scheme for native Spanish learners in learning Chinese, which provides teaching thought for relevant educators and students in improving teaching efficiency for transnational languages and learning efficiency. It is not difficult to find that the literature on comparative study of conditional sentences of Chinese and Spain is far more enough. There lacks teaching guidance of relevant theory in learning conditional sentences of the two languages in Chinese and Spanish teaching. The lack of research result and the hysteric nature of achievement transformation fail to provide theoretical guidance in teaching of conditional sentences of Chinese and Spanish. In the future, the comparative study of Chinese and Spanish conditionals should be strengthened, and the transformation and application of research results should be emphasized.

Some scholars have made a comparative study on syntax of Chinese and Spanish from the aspects of attending relationship, functional characteristics of syntax, metaphor and so on. For example, Qumoxi (2013) defined the semantic scope of syntax in attending relationship of Spanish and Chinese from the perspective of attending relationship in the *Research on Expression of Attending Relationship of Things in Spanish* and the differences of the two languages were analyzed.[6] Chen Yuan (2014) conducted analysis on syntactic function, semantic type and the positions in the sentence of contextual complement in the *Syntactic Function and Characteristics of Contextual Complement in Spanish*. Based on this, Chen Yuan proposed that adverbials and contextual complement were not the same concept. on the basis of the scholars proposed the adverbials and the situation between the two complement research view is not the same concept. Scholars Yu Zhenzhen (2015) directly pointed out in *Let Interpretation on Syntax be Made in Spanish Classroom* that it will facilitate the students in learning Spanish if teachers give syntax related knowledge in the class based on the obstacles Chinese learners faced in learning Spanish and difficulties that the teachers engaged in teaching Spanish encountered. Lin Ru (2019) conducted research on rhetorical device of metaphor in syntax of Chinese and Spanish in *Comparison of Human Body Metaphors in Chinese and Spanish*. The rhetorical device of metaphor in Chinese is diversified in forms than that in Spanish. BENATTI MAXIMILIANO (2019), a scholar, made a comparative study of Chinese and Spanish affixes and analyzed the common characteristics and

differences of the two languages' affixes, and explored the rules and irregularities of the word-formation structures of the two languages.

Other achievements of the research on the differences between Chinese and Spanish sentence method by domestic and foreign experts and scholars are relatively abundant. Due to the length, this paper will not summarize one by one. From other different research objects and research perspective, experts at home and abroad and other aspects of the research results in the present on the whole, relatively wide research category, research perspective is relatively new and unique, the research content is relatively abundant, but there is still a lack of the above research results classification research, a lack of systemic research question, and the existing research depth is not enough, research results lack application value, the contents of the relevant syntactic differences in mining is not enough.

3.3. An Overall Review of the Study Of Syntactic Differences between Chinese and Spanish

Based on the literature on syntactic differences between Chinese and Spanish at home and abroad, experts and scholars at home and abroad have achieved fruitful results in the study of syntactic differences between Chinese and Spanish. For example, Scholar Zhang Wei has made an in-depth study of the relationship between second language acquisition and the mother tongue, while Yao Yangzi has made relevant research achievements in his research on Chinese adverbial word order errors of native Spanish learners. Through experimental research on teaching, it is concluded that strengthening the differences between Chinese and Spanish can effectively improve teachers' teaching level and students' efficiency in learning Chinese or Spanish. However, the research on the differences between Chinese and Spanish sentence method by relevant experts and scholars at home and abroad is not systematic and in-depth enough, either in terms of research content or in terms of specific research depth. At the same time, educators who are engaged in Spanish and Chinese teaching do not pay attention to the transformation and application of the research results of the difference between Chinese and Spanish sentence method, so they cannot apply the research results to the teaching of syntactic subjects. Some scholars are unable to put forward specific and feasible teaching methods of Chinese and Spanish sentence, but only some experts and scholars have put forward innovative and operational teaching methods of syntax. For example, BENATTI MAXIMILIANO, a scholar, puts forward operational and innovative learning rules for lexical word-formation structures in Chinese and Spanish, which provide methodological guidance for classroom teaching.

4. Conclusion

In conclusion, based on the current research on syntactic differences of Chinese and Spanish at home and abroad, the review of literature on syntactic differences of Chinese and Spanish from domestic and foreign countries can serve the fundamental role for scholars to made research on this problem in the future. It also offer relevant data for the research and points out the research direction and development trend. In addition, it also promotes the mutual development of teaching and research.

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