

Case Analysis of the Application of Immersion Teaching Method in International Comprehensive Chinese Elementary Courses: Taking Food Culture Teaching as an Example

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Abstract: For an international student in China, learning Chinese is ultimately about being able to use it flexibly. In recent years, immersion teaching methods have received a lot of attention in international Chinese teaching. The immersion teaching method can provide a new teaching method for Chinese teaching and can effectively improve students' Chinese application ability. This article analyzes the application cases of immersion teaching method in the teaching of intermediate Chinese comprehensive courses from the aspects of Chinese teaching results and cultural teaching results, hoping to provide some thoughts for international Chinese educators.

Keywords: International Chinese; Immersive Teaching; Classroom Teaching Design; Food Culture.

1. Introduction

1.1. Purpose of Analysis

The purpose of analysis is to help international students coming to China to integrate into the life of the Chinese-speaking environment better, and understand Chinese customs and culture while mastering Chinese knowledge. In addition, we explore how deeply to integrate Chinese knowledge teaching with cultural communication and exchange based on the local culture of Xi'an, and apply immersive teaching methods to actual teaching. It is hoped that through observation and analysis of teaching practice activities, we can understand how to improve international students' understanding of Chinese knowledge and enhance students' perception of Chinese culture.

1.2. Analysis Significance

Through extensive review of relevant literature, the author found that immersion teaching already has mature experience in second language teaching abroad and is an efficient teaching model. It is also in the process of active exploration and continuous improvement in Chinese. There are few studies on immersion teaching for adults in the literature. Therefore, the author wants to observe excellent Chinese classes and conduct an analysis and research on comprehensive Chinese classes where adult international students with zero basic knowledge are the main teaching targets. By summarizing and analyzing the research results, it is shown that the immersion teaching method is also beneficial to adults' Chinese learning. Through the immersive teaching method and the advantages of international students living in the target language environment in China, combined with the local culture of Xi'an, the learning of target language knowledge and skills is organically integrated into the teaching activities of the cultural section. It has certain innovative value and is worth learning from.

1.3. Analysis Content

In this article, through the analysis of the immersion

teaching method and related teaching cases, an in-depth study was conducted on the immersion teaching in the international comprehensive elementary Chinese course with zero-level adults who are international students from China as the main teaching objects. Through inductive analysis, it is shown that the immersion teaching method is also suitable for adults' Chinese learning. At the same time, it is summarized how to organically integrate the learning of target language knowledge and skills into the teaching activities of the cultural section based on the immersion teaching method.

1.4. Analysis Methods

1.4.1. Literature Review Method

Through extensive review of literature related to immersion teaching and elementary comprehensive teaching design for teaching Chinese as a foreign language, we can understand the research process and current status of immersion teaching methods at home and abroad. Learn and summarize the research results and experiences of predecessors.

1.4.2. Case Analysis Method

This article observes relevant teaching cases of immersive teaching method and analyzes the specific application of immersive teaching method theory in primary comprehensive courses.

1.4.3. Observation Method

By observing and recording the classes of Chinese teachers' elementary comprehensive courses, we can understand the immersion teaching methods and strategies, analyze the teaching process, and provide methodological reference for the practice of Chinese teaching.

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2. Immersive Teaching Method

In recent decades, research on immersive teaching has developed rapidly around the world and has achieved some results. From the theoretical basis, teaching model, teaching design, curriculum, to problems arising under the guidance of immersive teaching, the relevant literature research has made a relatively comprehensive and systematic elaboration. As of May 2023, a total of 1,143 documents were searched on the CNKI with the theme of immersion teaching, a total of 180 documents with the theme of immersion teaching method, and a total of 110 documents with the theme of Chinese immersion teaching, a total of 3 articles were found based on the theme of immersion teaching method in comprehensive Chinese courses. Although immersion teaching methods have received a lot of attention and research, research on immersion teaching methods in comprehensive Chinese courses needs to be enriched. Therefore, this article "Research on the Application of Immersion Teaching Method in Elementary Comprehensive Courses for Teaching Chinese as a Foreign Language" has certain value and significance.

2.1. Chinese Research on Immersive Teaching

After reviewing literature and related information, we learned that research on immersive teaching methods has been conducted in China for forty or fifty years. Among them, teacher Qiang Haiyan and her team conducted English immersion teaching projects in six kindergartens in Xi'an. Very significant teaching effects have been achieved. In recent years, more and more experts and scholars have begun to pay extensive attention to this efficient teaching method and carry out in-depth research and exploration from both theoretical and practical aspects.

Some scholars have mainly studied the impact of individual differences of learners on immersion teaching methods; some scholars have compared and studied immersion bilingual teaching projects at home and abroad to explore the role of immersion teaching in bilingual education for ethnic minorities in China; some scholars have The study analyzes the advantages, characteristics and nature of immersion teaching. Some have discussed the teaching design of immersive teaching methods, as well as the precautions in teaching methods and teaching activities. Among them, Dr. Pan Qingyu put forward valuable teaching concepts through research on game activities to fully immerse students in teaching. This was also the early research content related to "immersive teaching" in China. Lin Xiuqin analyzed specific immersive teaching cases based on the author's personal research. There was no explanation in the teaching class, only games were set up, and the teaching content strived to fit

"Chinese characteristics" [1].

In general, most experts and scholars in China are currently focusing on research on immersion teaching, mainly focusing on Chinese immersion teaching in overseas countries, such as Confucius Institutes, etc., and on early childhood education in kindergartens or primary and secondary schools. Research on immersion teaching, but there are not many research results on immersion teaching of Chinese as a foreign language in the domestic environment and need to be enriched.

2.2. Foreign Research on Immersive Teaching

The immersion teaching method originated from Quebec, Canada. It helps kindergarten and elementary school students learn French through immersion teaching experiments on preschool children. This teaching attempt was groundbreaking and achieved good teaching results. Later, this excellent teaching method was implemented across Canada. A large number of second language learners have received immersion teaching methods, including a large number of students in schools. Later, the United States introduced the immersion teaching method. With the joint efforts of many parties, the immersion teaching method has made great achievements in terms of theory and teaching activities. Many foreign experts and scholars have discussed and researched various aspects of theory and teaching practice on immersive teaching.

2.3. Concept and Advantages of Immersive Teaching Method

2.3.1. Concept of Immersive Teaching Method

The immersion teaching method originates from the immersion theory of the cognitive psychology school. It was first proposed by Mihalyi, a professor of psychology at the University of Chicago. This theory believes that when people pay full attention to one thing or something, they will completely devote themselves to the specific task. In the situation, block out all irrelevant feelings and enter a state similar to "immersion". This will bring an inner sense of self-satisfaction, which can enable people to maintain interest and attention for a longer period of time, forget fatigue, keep exploring, and constantly achieve new goals. Immersion theory emphasizes that an important prerequisite for immersion experience is that learners have clear intentions. This intention can stimulate learners' strong learning drive, and then the drive has a clear promotion effect on the immersion experience. The psychological basis of immersion teaching method is behaviorist psychology. Behaviorist psychology believes that the process of second language learning is similar to the generation of behavior. It is through repeated reinforcement of language that the learner's memory and cognition are stimulated, thereby forming a habitual response. Based on the support of this theory, Relevant researchers believe that a large amount of imitation---repeated practice of such practice activities should be carried out in second language teaching. Through a large amount of practice, students can develop new language habits. That is, through imitation, repetition, and memory methods, students can form the habit of learning a second language [2].

2.3.2. Advantages of Immersive Teaching Method

The immersive teaching method is in line with students' zone of proximal development, can give students a sense of learning achievement, stimulate their drive to learn, and maintain their interest in learning. Teachers' teaching language is concise and easy to understand, and they use

concise words to guide students' learning, with the purpose of cultivating students' listening, speaking and understanding abilities. Increasing students' "comprehensible input," a concept from language acquisition expert Stephen Krashen. He believes that if students receive sufficient input of comprehensible language materials, it will help them master the target language. Students often hear the target language in class. Over time, they will form a deep impression in their minds, and they can gradually and naturally extract and express the sound; achieving an effective acquisition process of the target language from input to output. On the contrary, if students rarely hear words and expressions in the target language, but instead use their native language more often, it will be difficult for them to extract effective language fragments. In the second language acquisition process, this is not conducive to the mastery of the target language. In the second language teaching classroom, teachers must repeatedly input sounds, words and other target language materials to students through various channels. When students receive enough input of target language materials, they can gradually transition to language output of the target language. The immersive teaching method is fully consistent with this teaching concept [3].

3. Instructional Design Background Situation Analysis:

3.1. Teaching Objects

The subjects of the observed course were 6 Russian students studying in China, including 4 girls and 2 boys. The six students are all between 21-25 years old. The level of Chinese proficiency is at the primary stage and can only master simple daily communication expressions. Similar to "Hello, thank you, goodbye" and other commonly used Chinese spoken words in daily life. However, because they are not proficient in speaking Chinese, have very limited Chinese proficiency, and come to an unfamiliar environment, they generally will not try to greet people in Chinese. Therefore, teachers can use interest as the starting point, pay more attention to interest and practicality, and let students immerse themselves in the target language environment and learn better integrated into the local environment.

3.2. Course Type

This course is a comprehensive course. The course content mainly includes pronunciation, characters, vocabulary and grammar. The purpose is to help international students better integrate into life in a Chinese environment, understand Chinese cultural customs, systematically learn Chinese knowledge, and master basic Chinese listening, speaking, reading and writing skills.

3.3. Use Teaching Materials

The teaching materials are self-written by teachers based on the local environment in Xi'an and used for teaching. This class mainly uses the food culture section as the teaching content.

3.4. Teaching Time

Three classes (150 minutes).

4. Teaching Practice

4.1. Introduction of New Courses

A successful teaching introduction helps students participate in classroom teaching as soon as possible. Although the introduction of new lessons is not the main part of teaching, it is a critical part and teachers should design it carefully. In the teaching of this module, the main new lesson introduction methods mainly include the following:

First, video introduction. The teaching location of the observed course is located in Xi'an City, Shaanxi Province. The food focuses on Xi'an's local specialties. During the teaching, the teacher selected video materials related to eating in Xi'an as the introduction to the new lesson. It is very intuitive and gives students a beautiful visual experience. Enjoy, let students enter the classroom in a relaxed and happy state.

Second, picture introduction: especially the picture introduction related to the teaching theme content. The food shown in the picture is the representative food of the city where the teaching place is located, and is often encountered in life. Use pictures of food that students are familiar with in their daily lives to introduce into classroom teaching. Therefore, the introduction of pictures can not only increase the interest of teaching, but also greatly reduce the difficulty of learning the target language. Concrete knowledge.

Third, game introduction. Games can not only quickly capture students' interest, but also enhance the fun of teaching. For example, the teacher prepares pictures of food in advance and asks students to choose a picture they like and fixes the picture to the body, invites all the students to participate in the game, asks them to stand in a line and play the "萝卜蹲" game. The specific operation is as follows: a pupil with the 肉夹馍 sticker on his body says, 肉夹馍蹲, 肉夹馍蹲, 肉夹馍蹲完凉皮蹲" At this time, the classmate with the sticker of 凉皮 says, "凉皮蹲, 凉皮蹲, 凉皮蹲完饺子蹲", and so on.

4.2. Vocabulary Teaching

Vocabulary is the basis of language learning. Through the teaching of this module, students can become familiar with and gradually master the vocabulary related to food. For example: Liangpi, Roujiamo, rice wrapper, mutton steamed bun, dumplings, etc. Under the guidance of the immersive teaching method, teachers use pictures to help strengthen the target language during teaching.

In the first step, the teacher organizes the teaching and greets the students one by one: "你好" Students: "你好, 老师。"

In the second step, the teacher shows the PPT students to form the first impression of the new words through pictures. The teacher shows the students common food pictures in the canteen, teaches the students to read the names of the food in the pictures, shows the pinyin, teaches the pinyin, shows the Chinese characters, and teaches the pronunciation. Thus, the teacher forms the first impression of Chinese characters.

The third step is for teachers to lead students in training. The teacher only provides pictures and asks students to name food based on the pictures. The teacher corrects the pronunciation, has a simple conversation between the teacher and the canteen staff while eating in the school cafeteria, which has been filmed according to the teaching content.

The fourth step is to reproduce the vocabulary in specific corpus: consolidating the newly learned vocabulary through

dialogue.

In the fifth step, the teacher teaches reading sentence by sentence and the students follow. The teacher asks students to read and corrects students' pronunciation, asks students to act out. Students perform dialogues in roles, and the teacher corrects pronunciation.

In the sixth step, students write pinyin and Chinese characters. The teacher uses body language to show the students that Chinese Pinyin contains four tones, and leads the students to write the basic strokes of Chinese characters. (Take the word "凉皮" as an example) The teacher shows the students the steps of writing the Chinese characters they have learned, and then leads the students to write. The teacher shows pictures of the food he has taught to test the students' mastery of food pronunciation. The students practise writing the basic strokes of Chinese characters.

Secondly, the immersion teaching method attaches great importance to the recurrence of vocabulary, and will design the recurrence of old vocabulary while teaching new vocabulary. The specific teaching process is as follows:

In the first step, the teacher uses PPT to lead students to form the first impression of the new words that are the main content of the teaching. The teacher displays the pinyin and pictures of the text through PPT, teaches students to read the names in the pictures, teaches the pronunciation, and forms the first impression of the Chinese characters.

In the second step, the teacher only provides pictures and asks students to name them based in the pictures. The teacher corrects the students' pronunciation.

The third step is to learn the dialogue. The teacher teaches reading sentence by sentence and the students follow. The teacher asks the students to read, and the teacher corrects the pronunciation. The students read by roles, and the teacher corrects the pronunciation.

The fourth step is to learn to write pinyin and Chinese characters (taking the word "凉皮" as an example to lead students to learn the writing of basic strokes of Chinese characters") and practise writing the basic strokes of Chinese characters.

4.3. Grammar Teaching

In the immersive teaching model, students can overcome their fear of unfamiliar target to use language rules. They only need to follow the teacher and repeat or imitate the teacher's operations, which greatly increases student participation. Through a lot of practice, students slowly master the teacher's instructions. The knowledge points taught. Take the following corpus processing as an example to illustrate:

学生 1: 你好。我要吃凉皮, 请问多少钱?

工作人员: 一份凉皮 6 元

学生 1: 可以支付宝支付吗?

工作人员: 可以支付宝支付。

学生 2: 你好。我要吃饺子, 请问多少钱?

工作人员: 一份饺子 12 元。

学生 2: 可以微信支付吗?

工作人员: 可以微信支付。

Grammar: 掌握句型 1“我要吃...”2“多少钱?” 3“可以.....吗”

The specific teaching process is as follows:

In the first step, the teacher presents a short dialogue on pictures.

In the second step, the teacher teaches reading sentence by sentence and the students follow. The teacher asks students to

read and corrects students' pronunciation. Students role-play and read aloud, and the teacher corrects their pronunciation.

In the third step, the teacher leads the students to finish the sentences in exercises. For example:

学生 1: 你好。一份凉皮_____?

工作人员: 一份_____6 元。

学生 1: 可以_____ / _____支付吗?

工作人员: 可以_____。

The fourth step, homework: record the conversation audio and practise writing the basic strokes of Chinese characters.

4.4. Teaching Cultural Activities

Xi'an's food can be said to be the capital of pasta and carbohydrates. Therefore, students need to become familiar with and adapt to it as soon as possible and adapt as soon as possible. For this reason, teachers' teaching of the food culture module mainly includes the following three aspects:

First, teachers lead students to familiarize themselves with the dining procedures and common food in the school cafeteria. Second, teachers lead students to Xi'an's famous snack street, Huimin Street, to experience the local catering culture and taste local food. Third, teachers lead students to nearby markets or supermarkets to purchase ingredients, make local delicacies with classmates, and welcome everyone to China.

5. Summary of Teaching Practice

Through the analysis of students' post-class questionnaires and students' teaching feedback, this paper analyzes and summarizes the effects of using the immersive teaching method in the teaching of elementary comprehensive Chinese courses from the aspects of Chinese teaching results and cultural teaching results.

5.1. Analysis of Chinese Teaching Results

As for the level of Chinese knowledge and skills, an in-depth analysis of Chinese teaching results is conducted mainly through three aspects: pronunciation, grammar, and vocabulary. Judging from the feedback results of the teaching questionnaire, students feel that learning grammar knowledge is the most difficult in the process of learning Chinese. But in general, the immersive teaching method used in the food culture section has achieved remarkable results in teaching students in the comprehensive elementary Chinese course. Students' pronunciation, grammar, and vocabulary have been greatly improved, and they have basically mastered the content they have learned. Adopting an immersive teaching method, students are provided with a large amount of Chinese input during the teaching process. Students can become proficient and gradually master the vocabulary required for daily life, as well as commonly used sentence patterns for daily communication, understand common grammatical structures, and at the same time improve Chinese pronunciation.

5.2. Analysis of Cultural Teaching Results

As for the cultural teaching level, based on the characteristics of this teaching object, the dissemination of cultural knowledge is also an important goal of this teaching activity. This time, the immersive teaching method is used in the teaching practice of the comprehensive elementary Chinese course. Students can have good understanding of the local food culture and better adapt to local work and life.

Through the results of the questionnaire survey, we can also intuitively find that students are more interested in cultural content than Chinese knowledge. The results of the questionnaire survey also show that more students feel that their cultural aspects have made the greatest progress. In general, this teaching practice activity is also effective in teaching cultural aspects to learners, and students' awareness and perception of local food culture have been improved.

6. Implication of Teaching

6.1. Teaching Tools and Environment

In the teaching process of this elementary Chinese course, the immersive teaching method requires the extensive use of Chinese in teaching activities. This is indeed very difficult for students with no basic knowledge, so strong support is needed in teaching, such as rich teaching aids, pictures, physical objects, videos, etc. On the other hand, higher requirements are also put forward for students' learning environment. During the teaching process, it is necessary to restore the real language scene as much as possible, or to perceive the language environment on the spot.

6.2. Teaching Process Design

First, the development of teaching activities must first analyze the academic situation, the most important of which is the analysis of the subject of learning-students. Before teaching activities are carried out, students' learning characteristics, learning abilities, existing language levels, learning needs, etc. are fully analyzed. Based on the guidance of the basic principles of second language teaching, appropriate teaching strategies are selected and used to formulate appropriate teaching designs.

Second, in order to achieve the effect of immersing the teaching subjects in the Chinese language environment, the teaching must be carefully designed and use appropriate language materials. This teaching practice activity uses the diverse local culture of Xi'an as the entry point and foothold, allowing students to gradually become familiar with and master it, and truly convert it into meaningful and usable language materials.

Third, in this teaching process, in accordance with the principle of applying what is learned, classroom teaching and extracurricular real language scene teaching are organically combined, so that students can systematically master Chinese pronunciation, grammar, vocabulary, etc. from the level of basic Chinese knowledge. On the one hand, it can deeply perceive local characteristic culture and on the other hand, it enhances students' understanding and identification of local culture. This teaching practice shows that this form of integration of basic knowledge and cultural content has achieved remarkable teaching results with the help of immersive teaching methods.

7. Conclusion

In general, through this teaching practice, students can become proficient and gradually master the vocabulary required for daily life food culture, as well as commonly used sentence patterns in daily communication, understand common grammatical structures, and improve their Chinese pronunciation. At the same time, cultural teaching has also achieved certain results, and students have an in-depth understanding of the local food culture. Through this teaching practice, it provides good reference and inspiration for the optimized design of traditional classroom teaching methods, as well as for cross-cultural communication and exchange. Schools and relevant parties can organize teachers to participate in the training and practice of immersive teaching methods, so that more teachers of Chinese as a foreign language can master this efficient teaching method. I believe that with the support of the school, the immersion teaching method can be better applied in teaching. I also look forward to more high-quality teaching materials using the immersion teaching method to provide more help to international Chinese educators. I believe that with the vigorous development of international Chinese education, these aspects will be realized as soon as possible in the future.

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